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ABSTRACT

This document consists of a collection of the first 14 issues of the "Home School Researcher," an interacative newsletter dedicated solely to Home Centered Learning Research. Purposes of the newsletter are to: (1) profile researchers of home schooling; (2) provide information on resources for research activities; (3) discuss problematic aspects of schools; (4) summarize published articles on home schooling and related topics; (5) list addresses of home school researchers; and (6) announce events and publications. Substantive discussions concern: (1) the philosophy of education; (2) schools as a cause of behavior disorders; (3) reasons teachers fail; (4) the culture of American schooling; (5) home study in Alaska; (6) school entrance age; (7) the Parent as Tutor experimental program in Washington state; (8) homes as schools; (9) self-concept in home-schooled children; (10) Alaska's centralized correspondence study program; (11) the home schooling movement; (12) adults' cognitive demands at home and nursery school; (13) a qualitative study of the characteristics of home schooling families in South Carolina and the perceptions of school district personnel toward home schooling; (14) the 1986 report from Washington state on home school testing and other descriptive information case studies of four families engaged in home education; (15) home schooling as the frontier of educational reform; (16) an overview of home instruction; (17) a comparative study of home educated children's social and emotional adjustment and academic achievement; (18) statutes and case law related to home education; (19) the home schooling movement in central Kentucky; (20) a review of the literature on home schooling; (21) university admission requirements for home schooled applicants; (22) the 1987-88 Oregon Home School Survey; (23) means of understanding parents who teach children at home; (24) the relationship of selected input variables to academic achievement among Washington's home schoolers; and (25) home schooling parents' motivation and goals. (RH)

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HOME SCHOOL RESEARCHER

Volumes 1-4, March 1985-June 1988

Brian D. Ray, Editor

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*** HOME SCHOOL RESEARCHER ***

Vol.1 No.1
March 1985

MAKING HISTORY

It is exciting to be making history rather than to just be a passive part thereof. To the best of my knowledge, this is the first interactive newsletter ever dedicated solely to Home Centered Learning research. Welcome to the venture and thank you for being a part! I would like to start right off by emphasizing that this is meant to be a forum for each and every person interested in such research to share ideas, information, and express ideas. It is meant to be interactive. Many of you will be called upon to give input. I hope that you do.

Allow me to begin by explaining the rationale behind such a vehicle for thought. It is common knowledge now in the U.S. that the number of people involved in home schooling is growing steadily. Estimates range from 15,000 families to multiples of that figure. Home Centered Learning (HCL) is indeed a significant form of education in our country. Articles abound in professional journals, popular news magazines, and newspapers which contain various opinions and a few facts about the HCL "movement". However, the results of experimental or fact-finding research barely trickling into the body of educational information. This brings us to you and me.

You are either: (1) conducting research involving HCL, (2) planning to do such research in the near future, or (3) interested in research that has been done or will be done. If you belong to another category, let me know. The more each researcher can know about HCL, the more effective his or her endeavors will be. It has come to my attention that one of the best ways to learn a lot fast is to talk, or otherwise communicate, with folks who are learning about the concepts in which I am interested. They don't always give all of the facts or all of the facts accurately, but they do get me moving quickly toward information that I can utilize. For example, I daresay that if I were to pool the literature I have found from tens of hours of manual searching and thirty-three dollars worth of a Library Information Retrieval Service computer search with the literature each of you have unearthed we each would have more than any one of us had at the beginning. And, what might be even more important, by providing this to future researchers of HCL we could save them time and resources that could be better spent on generating new and helpful information for the enterprise of education.

Now lest I appear to be acting as if I will gain nothing from this, let me say elsewise. I know that I have much to gain from your sharing and I eagerly look forward to the help that I will receive from association with you.

HAPPY SPRING!!

Brian Ray

PRESENTING: ____________

The core of this publication is the people who read it and share in it. So, within its pages these people will be presented to you. The goal of this section is to provide information about them so that others will know what types of things are going on and who to contact in order to learn more.

PRESENTING: LINDA ANDERSON

Linda Anderson is presently involved in a pilot study program through Center for Christian School Services (CCSS) in conjunction with the Superintendant of Public Instruction (SPI) offices in Washington State. CCSS is one of two pilot study programs approved by the state for one year, ending in June 1985. According to Linda, there are about 500 families throughout the state of Washington enrolled in CCSS. There are about forty-five teachers like her who are supervising families. The SPI has set certain requirements for the families involved in this pilot program. Among other things, parents must log their time spent in home education and meet with supervising teachers eight hours per month. The children must spend part of these eight hours with the teacher.

Linda's work entails supervision of over twenty homeschooled children. She meets regularly with both children and parents to review work, give suggestions, and evaluate progress. She has been involved in organizing bi-monthly group activities in her home "school room", field trips, parent-training, and monthly support group meetings. She also implements S.A.T. tests.

Students were pre-tested in April 1984 and will be post-tested in April 1985. They are being compared with a Roman Catholic school and with a public school. As soon as the test results are turned in to the SPI they will do a comparison study. Richard Wheeler (director of CCSS) will simultaneously compile his own results from test scores turned in from those home schooled children who were not able to be a part of the pilot study. Wheeler will also analyze questionnaires sent out to each family and quarterly report forms which show number of hours logged in the home.

Reports on the above information gathered should be available in June or July 1985. If interested, you may write to: Barbara Mertens, Superintendent of Public Instruction, Old Capitol Building, Olympia WA 98504; or Richard Wheeler, Center for Christian School Services, P.O. Box 5858, Lynnwood WA 98036; or phone (206) 774-4953.

Besides the experience and learning with respect to Home

Centered Learning, Linda will receive credit for one year of teaching for her role as supervisor of homeschooled children. Linda is also presently applying for admission to Central Washington University's master's degree program. She plans to pursue a master's in Education with a Reading Specialty. Among other topics, she is considering doing research on the socialization of home schoolers.

Linda is also mother of two children, ages 5.5 and 4. She is presently homeschooling the oldest through the kindergarten year and at this time intends to homeschool both all through their school years. In her opinion, "the one-to-one tutorial style teaching is far superior to group instruction as I've done in school."

You can see that Linda Anderson is a person with much to contribute to educators' understanding of home schooling. She will definitely be able to add facts to the discussions that move throughout the U.S. relative to HCL and she is already adding experience with respect to HCL in the educational community of Washington. Linda, we look forward to what we can learn from you and others associated with you.

RESEARCH RESOURCES

There are several resources available for those trying to keep abreast of findings relevant to research in the field of HCL. Oftentimes the information does exist in spite of its scattered appearance. From time to time there will be a list of such in this newsletter. Please send other sources of which you are aware as soon as you learn of them. Please also give a brief description of them. Many of you may already be familiar with some or all of the following resources, but here they are for others' sake:

1) Growing Without Schooling. Published bi-monthly by Holt Associates, 729 Boylston St., Boston MA 02116; $15/yr (or group rate subscriptions). This publication is wide-ranging in its coverage of the HCL arena with articles on court cases, legislation across the states, successes of individual families/children, useful books for children, and more. Issue 42 (approximately Feb. 1985) consists of 32 - 8.5 by 11 inch pages of single-spaced, typed information; in addition to its regular news articles, it contains a 1985 directory of subscribers who requested their addresses to be printed, listings of resources, friendly school districts, certified teachers willing to help home-schoolers, friendly lawyers, professors and other allies, correspondence schools or books, helpful private schools, homeschooling organizations, other organizations, and ads.

2) Parent Educator and Family Report. Prepared by Hewitt Research Foundation, P.O. Box 9, Washougal WA 98671-0009; no subscription price but donations are needed. Published about every two or three months, this one is also wide-ranging in coverage. It deals with news across the states concerning legal issues, court cases, the successes

and failures of homeschooling organizations, etc. It has a question and answer section and many letters from readers. It also provides literature about HCL and literature for homeschoolers to use with their children. The Dec/Jan/Feb 1985 (v.3 no.1) issue contains a brief article about research and this newsletter, suggested "Acceptable Home-School Legislation", and an article warning homeschoolers to beware of those claiming expertise in the area of home education. Dr. Raymond Moore (well known educator in the U.S., deals with early childhood education) and Dorothy Moore (reading specialist) are the mainstays of the Hewitt Research Foundation.

3) Teaching Home. Publication of Christian Home Schools, 8731 N.E. Everett St., Portland OR 97220; 16-page, bi-monthly newsletter, $15/yr. This is a high quality newsletter with a decidedly Christian approach to HCL. It includes a wide variety of subject matter. The Dec'84/Jan'85 (v.2 no.6) has a special section on the father's role in education, a brief survey entitled "Home educators seek to change laws in state courts and legislatures nationwide", and an article on the book NEA, Trojan Horse in American Education by Samuel L. Blumenfeld.

A CRITIQUE OF THE PHILOSOPHY OF EDUCATION OF JOHN HOLT, A HOME SCHOOL ADVOCATE

John Holt, for whom Holt Associates (publisher of Growing Without Schooling) is named, is a popular educational commentator. He has authored several books on education, including Teach Your Own: A Hopeful Path for Education (1982, New York: Delacorte Press). Susan Douglas Franzosa, of the University of New Hampshire, takes a critical look at Holt's philosophy of education in an article that is thoughtfully and provocatively penned. The article is: "The best and wisest parent: a critique of John Holt's philosophy of education" in Urban Education, v.19 no.3, October 1984, p.227-244.

Franzosa begins with a synopsis of John Dewey's efforts at educational reform. She says that Dewey understood the interdependence of social and individual welfare and that "Dewey's reform strategy suggested that the school itself could become society's best and wisest parent, and his social ethic suggested that exemplary individuals should act to realize that ideal." She continues by recognizing that an increasing number of parents are now choosing not to engage their children in any public educational arrangements.

Franzosa explains that Holt was once an "ardent proponent of school reform" who "now urges such non-participation and advocates home schooling for all parents who love and trust their children." She hears Holt saying that the full growth of an individual is incompatible with educational institutions as we know them today.

I will allow Franzosa to summarize the major portion of her article:

> I believe Holt's philosophy as presented in these arguments demands critical attention, not because it is likely to inaugurate a major home schooling movement, but because it represents and serves to popularize an emerging conservatism that, I will argue, has grave educational implications. I have no doubt that our current ways of educating children need serious reevaluation and that education at home may prove to be one of a number of appropriate responses to school incompetence and injustice. However, Holt's advocacy of a single solution to the multiplicity of problems we now face in education is naive and misleading. Furthermore, the social thesis he uses to support that solution signifies a retreat from any collective consideration of educational ideals and a dismissal of the idea that communities have any educational responsibilities to their members. Thus, I believe Holt's conservatism ultimately sanctions the educational neglect of the vast majority of children and leads to a tacit acceptance of their plight.

Among other things, Franzosa accuses Holt of not allowing for adequate social interaction for homeschooled children. It follows, she explains, that this might well lead to more social conflict and less harmony. Another point is made that families cannot really isolate themselves from society and that if they want to change their lives they must change the context in which they live. (My thought on that point is, Can parents afford to let their children be directly subjected to the problem context as it is slowly, over decades, being reformed?)

And, antithetical to her understanding of Holt's philosophy, Franzosa closes by stating: "Rather, good parents, if they are also wise, will recognize that their own child's good is dependent on the good of others and that taking adequate responsibility for one's own requires continued participation in the crucial debate about what constitutes the best education for all our children." My first response to this closing statement is: Is there or can there be a "best education for all our children"?

To do it justice, you must read Franzosa's writing. Her line of reasining is followable and stimulating to anyone interested in home schooling. She raises questions that any educator or homeschooling parent should consider.

A LAST NOTE

Please remember that your input is needed to make this newsletter what it is intended to be. Please send in articles, news clippings, your own article reviews, your own essays, and whatever else is relevant to research in the arena of Home Centered Learning. Also remember that I am attempting to construct an extensive bibliography on the subject of HCL for the benefit of all of us. So do start organizing your references and mail them in to me. Annotations to the literature would be extremely helpful. I look forward to your encouragement and constructive criticism of this first issue of the HOME SCHOOL RESEARCHER.

Addendum

Correspondence with Home School Researcher beginning August 12, 1988 should be sent to:

Brian D. Ray, Editor
Home School Researcher
School of Education
Seattle Pacific University
Seattle, Washington 98119

phone (206) 281-2214

*** HOME SCHOOL RESEARCHER ***

Vol.1 No.2
June 1985

SUMMER GREETINGS

After a week of refreshing rain, the summer sun has once again come upon us here in the Willamette Valley of Oregon. I'm excited about this second issue of the HOME SCHOOL RESEARCHER for a few reasons: One is that I always learn more as this periodical is synthesized. A second reason is that feedback about the first issue says this format is stimulating and helpful for its participants. And third, and perhaps most of all, the people who are written about or who write in this issue were gracious and enthusiastic about sharing themselves and their time.

The purposes of this newsletter were stated in the first issue. Please remember that it has been established for people interested in research dealing with home centered learning to interact. I look forward to short notes or long letters of encouragement, ideas for improvement, or thoughts on what should be included in future issues. Enough. Please enjoy the remainder of this edition.

PRESENTING: ELLEN MOELLER

I am an Anthropology doctoral candidate currently doing research in an unincorporated rural community in Washington State. In late June I will have been here a year. My primary interest focuses on creating an ethnography of one example of the "rural renaissance." However, one aspect of this includes the look at homeschooling within the community and how rural alternative lifestyles affect the education of these students.

Several families are involved in the Family Centered Learning Alternative (FCLA) program. This program is under the supervision of the Superintendent of Public Instruction (SPI) and is a pilot study being conducted prior to legislative action regarding a legal homeschooling alternative in the state. Under the program students must meet with a supervisory teacher for a minimum of 8 hours per month, and they were tested in April of 1984 and April 1985. Results of these tests will be compared with a Christian homeschool program and a public school and are supposed to be published some time this summer. For those of you acquainted with Linda Anderson's research, featured in vol.1, no.1 of this newsletter, I am involved with the secular half of the pilot study to which she refers.

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As an anthropologist, rather than taking the participatory research role of a homeschooling parent or supervisory teacher, I am looking at homeschooling from an "outsider's" perspective. I am concerned with discovering the society, community, and family context of homeschooling away from the supervisory teacher as well as during the teacher meetings. By taking a contextual, holistic approach, I hope to balance and supplement the quantitative testing measures with qualitative data. My main methods of research are paticipant observation and informal interviewing of the parents, students, and teacher as well as examining the activity logs and materials used to teach and learn.

As an alternative to public schooling, my observations of homeschooling seem to indicate a synthesis of public school and family small group society teaching and learning modes. This includes a great deal of diversity and experimentation on the part of parents, students, and teacher to find what things work best on an individual basis. Consequently, there is a wide range in approaches used to teach, from spontaneous projects to scheduled book learning. Parents seek information and ideas from others in their situation, public schools, and from media sources. Furthermore, the experimentation extends to the content of the education. Namely, there appears to be a general stress on how to learn, as opposed to what to learn; the latter normally associated with public school approaches to teaching and learning.

As a result, most lessons revolve around methods of accessing information. In addition, emphasis is put on seeking more than one way to see and solve problems in order to encourage flexibility, adaptability, experimentation, and innovation. These tentative generalizations seem to indicate a new approach and content of socialization and enculturation, which I am hoping to relate to the possibility that American society and culture is changing to a new "paradigm." This new paradigm is often referred to in the literature as "post-industrialism" or a "New Age." To explain the connections I see between the resurgence of homeschooling and the New Age goes beyond the scope of this short sketch but if one assumes that there are fundamental socio-cultural changes afoot, it necessitates a re-examination of the educational system that serves as a basic form of cultural transmission. The "problem" of cultural transmission is what binds the disciplines of Anthropology and Education together.

The results of my research will be presented in my dissertation that I hope to begin writing this fall and will defend in Spring 1986. My training is in Anthropology, probably inspired by my overseas experiences as a child. My B.A. in Anthropology was from Reed College in Portland, Oregon and my M.A. from the University of Oregon in Eugene (through which I am also receiving my Ph.D.). Although my own education and interests are eclectic and generalist, my comprehensive exam areas were in (1) Education and Anthropology (a small, new subdiscipline of both larger fields), (2) Theories of Socio-cultural Change, and (3) Native Americans; the last not directly relevant to my current research. My main interest and research leading up to my current fieldwork centered around theoretical and research-oriented New Age or Post-Industrial literature. As far as I am aware, I will be making the first connection between homeschooling and post-industrialism within the academic community.

(Margaret) Ellen Moeller
Department of Anthropology
University of Oregon
Eugene OR 97403

Note from Ellen Moeller: After I wrote the above I found out about the latest Washington legislative action on the Homeschooling Bill. It passed both legislative houses and was very recently signed by Governor Gardener. This was despite the State Board of Education's recommendation not to sign the bill until the test results were in. What this bill does for other homeschooling efforts not affiliated with the state-approved programs is still up to question. The bill also changes certain aspects of this program, many of which have to still be decided by Barbara Mertens at SPI.

Also, as of June 25, 1984 there were 34 Washington-based FCLA chapters and Debra Stewart (FCLA administrator, 26611 S.R. 530 N.E., Arlington WA 98223) announced at a December conference that there were 44 chapters, though some of these are out of state. One thing is for sure, the enrollment in the program continues to increase dramatically.

SCHOOLS AS A CAUSE OF BEHAVIOR DISORDERS

by Kathleen M. Knez

There are no "cure-all" programs in the schools today for children with behavior disorders. Some behavior problems may owe their very existence to the fact that there is such a thing as formal education (Cullinan, Epstein, and Lloyd, 1983). Schools are geared toward the child who is healthy, intelligent, upper-middle class, high achieving, high in self-esteem, and adroit in interpersonal skills. These children tend to evoke positive reactions from teachers and others in the school. Conversely, students who present lowered intellectual ability, undeveloped social skills and a lack of self-confidence receive unfavorable reactions from people at school (Cullinan, et al, p.263).

Classroom expectations that include "white middle class norms" are a part of curriculum that teaches "what is right for the majority is right for all." The school environment is manipulated to mold a child in the system's image, not to bring out his own innate uniqueness. Teachers and schools tend to mistake good behavior for good character and praise children for docility, suggestibility, doing what they are told or doing what is wanted without being told.

Children need love and respect. They want to be admired and appreciated but it is contemptible to expect them to gain such feedback only by doing what others wish. This form of approval and affection is hypocritical to human values (Holt, 1982, p.238). Should we ask him to shoose between adult approval and his own self-respect?

The Hewitt Research Foundation (1984) evaluates the school's grading system as programming children for failure. The curriculum in formal education reflects one long standardized test which decides a child should read by the end of kindergarten and if he does not, he flunks. He is not socially promoted as it would be unfair to the child. It does not matter that he may not be ready for formalized reading instruciton, a criterion arbitrarily established and evaluated through normed testing. Through competition, at the heart of testing, children are taught to reach for success, the "gold ring," that comes through good grades, high academic achievement, and socially approved normed behavior.

The teacher defines tasks without giving consideration to the learner's needs, interests, and abilities. The teacher decides what is to be done, when, and by whom. The irrelevant curriculum creates communication gaps and feelings of powerlessness for the student.

Focusing on narrow academic products is part of American educational history where the classroom focus is on the right answer, the pertinent fact. Outcomes are evaluated, rated, and judged.

The school must begin to teach the learner constructive ways of behaving or face the possibility of having unwittingly contributed to dangerous alternatives. "The learners' frustration, anger and hostility at the realization that they have been victims of a negative environment trigger emotional energies which are not being dealt with constructively either outside or inside the school" (Fagan, Long, and Stevens, 1975, p.5).

A child must come to believe that he is capable of controlling his own behavior, that he can cope even though frustrated and not be victimized by unrealistic demands. A curriculum aimed at improving self-control (as described by: Kauffman and Lewis, 1974; Long, Morse, and Newman, 1980) could reduce stress and how it is reacted to. Such a curriculum could improve school adjustment, strenghthen the emotional and cognitive capacities which children need in order to cope with school requirements, and build control skills which allow for an effective and socially acceptable choice of action (Cullinan, et al).

The most effective educational intervention is at the preventive and remedial levels; a curriculum to build competency for self control. When self control skills are mastered, the learner may be able to incorporate self-pride and respect through reflection on available alternatives. By specifying clear instructional tasks and activities to promote the development of a self controlled pupil, the curriculum hopes to prevent the occurrence of emotional and lerning handicaps. As pupils gain skill in areas of self control, negative and disruptive behaviors will decrease (Fagan, et al, p.261).

I view the self control curriculum as a start in recognizing the individuality of students, a recognition long overdue. I question, however, whether it will ever go beyond academic research into the majority of classrooms. The schools are causing and maintaining behavior disorders and without a concerted effort on the part of educators to alleviate the demands of conformity, we will continue to cause problems that we then try to cure.

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<ins>Note on Kathy Knez:</ins> Kathy earned her A.A.S. in Human services in 1981 from College of DuPage in Glen Ellyn, IL then the B.S.Ed. May 1985 from Northern Illinois University. She says that she "will have to find a job where I will be free to facilitate the normal development of each child." She spent 25 years as a clerk typist, secretary, and Land Trust Administrator. Kathy is now thrilled and challenged to be working with children. Her address is: 716 N. Ellsworth, Naperville IL 60540.

PRESENTING: JANE VAN GALEN

I am a doctoral student in the Social Foundations of Education at the University of North Carolina at Chapel Hill. For several years I have been casually following developments in home education. Expanding on this interest, I wrote several papers on home schooling during my graduate program course studies - one on the legality of home instruction and another on past and current political action toward the introduction of favorable home schooling legislation in the state of North Carolina (home instruction is still technically illegal here).

Just as I was beginning to seriously search for a dissertation topic, I received a letter from a group of home educators in North Carolina who were organizing a state coalition of home schoolers and supporters. After several meetings with this group, and after being continually frustrated by the lack of information about home education in the professional literature, I decided to "dive in head first" and study the status of home schooling in North Carolina for my dissertation.

My plans are still in the formative stage, but I have begun to solidify my proposal. I will be conducting a qualitative study of home schoolers and those that they encounter as they attempt to clarify their legal status in the legislature. I am primarily interested in the reasons that parents choose home education, the kinds of procedures parents use to teach their children, and the extent to which legislators and educators take into account the parent' concerns and capabilities when making decisions about home education.

More specifically, I am doing "participant observation" and informal interviewing with home schoolers during state and local meetings and other group activities. I have also begun to interview state officials who are involved in either litigation or regulation of home education. I am compiling information from newspapers, national and state home schooling newsletters, books, and other literature about home schooling here and in other states; and I will analyze this written material for clues as to the meaning that the term education has for all those involved and the ways that these values are translated into practice. I expect that this theme of the meaning of education will played out throughout the study. The study will be framed in a literature review that will analyze the changing relationships between schools and families throughout American history.

This summer I will begin extensive interviews with home schooling families (both those affiliated with and those outside of the state home schooling organization) and with involved legislative and education officials. I will also work toward tracing the influence of the parties and coalitions who become involved in the issue, either directly or through "behind the scenes" activity.

I am fascinated with home education because in this single issue, many of the fundamental questions about education are raised: the questions of parental choice, children's rights, religious freedom, the extent of government involvement in schooling, and the pursuit of quality learning. I feel that this study will help clarify the role of home education in addressing some of these issues, and hopefully, my findings will help to provide evidence that is needed to extinguish the emotional fires that surround much of the debate about home education.

I would appreciated hearing from others engaged in similar work or those who might be able to offer suggestions or criticisms. I would also be glad to provide more information to anyone interested as my work progresses. I am available at:

Jane Van Galen
121 Peabody Hall 037A
University of North Carolina
Chapel Hill NC 27514
phone: (919) 962-9165
or (919) 966-1354 (leave message)

REVIEW OF "WHY TEACHERS FAIL" BY JOHN HOLT

by Brian Ray

John Holt summarizes the three metaphors which govern and dominate organized education in the U.S. The article is "Why Teachers Fail" in The Education Digest, December 1984, p.58-60, which is a condensed version of an article in The Progressive, XLVIII (April 1984), p.32-33.

The first metaphor "presents education as an assembly line in a bottling plant." Students are the bottles and teachers squirt things at them like "math," "art," and "science." If the bottle's hole isn't big enough or nonexistent the management upstairs decides what to do about it. No one raises serious questions about the assumption that "whatever is squirted at the container will go into it..."

The second "depicts students in a school as laboratory rats in a cage being trained to do a trick." Holt describes the task-morsel/task-shock sequences and explains that it is camouflaged with fluffy terms like "positive reinforcement" and "negative reinforcement." Students who continually get more shock than morsel begin to think about how they can destroy the cage. He goes on to say that current proposals to deal with the current poor state of education focus on more "shocks and more stick." For examples, if a child doesn't learn what he is supposed to learn, flunk him and make him repeat the grade; and cut out courses that many poor youth find interesting and make grading tougher (which only causes more to leave schools).

Holt explains the third metaphor as being perhaps the worst. It "... describes the school as a mental hospital, a treatment institution." After World War I more parents demanded accountability on the part of schools for the learning that was not occurring. Schools responded with the perfect alibi that sounds satisfyingly scientific - "learning disabilities." He goes on to speak of the (ab)use of diagnostic tests. And then Holt ends this idea speaking of the many cases of children "losing" their "disabilities" when placed in stress-free environments.

The three assumptions are wrong and children are "passionately eager" to learn about their world. Children get better and better at making sense out of the world if they are not prevented from doing so. And, they "... do it as scientists do, by creating knowledge out of experiece."

At this time, John Holt sees no sign that teachers, educators, and schools will renounce their false metaphors.

The article is written as opinion based upon many years of experience with schools and their ability (or lack of) to change for the benefit of children's learning. There are no references to other studies and there is no bibliography. Holt does refer to the fact that many parents have informed him of their children's changes and successes when taken out of schools and taught in the home. It is interesting for me to note that the comments of Holt, under his discussion of metaphors two and three, are very similar to thoughts expressed by Robert Barr (Dean of School of Education, Ore. St. U.; noted expert on alternative education) at the recent Washington Alternative Learning Association's annual conference in Washington State that I attended. Holt and Barr apparently hold some similar views of schools, but rely on different modes of change.

The article is succinct and provides significant food for thought. This type of writing is beneficial in that it helps educators ask basic why questions about the how of education in the United States.

LAST NOTES

Please send correspondence to me by June 26 with the following information:

1. If you are doing research, the approximate date of when it will be completed and written up
2. Your bibliography (preferably annotated) relevant to Home Centered Learning (HCL); please asterisk any that are, in your mind, "research" literature (you'll notice that I have not defined "research")
3. This suggestion comes from Jane Van Galen - If you have a copy of an HCL dissertation, let me know if you'd be willing to loan it so that others can see it before they decide whether to purchase it.
4. Whether you object to your name, address, and phone number being published in a directory in the next issue of the HSR.
5. What you would like to submit for publication in the Home School Researcher.

The above information would greatly assist my efforts for all of us. Please note, as mentioned earlier, that their will be a special item cost for the extensive bibliography that I hope to complete by mid-summer. If you want the bibliography mailed to you as soon as it is compiled, send $3.00 to me with your next information letter. If you want to order the bibliography after it is announced in the next HSR, the price may be higher or lower depending on its length and the time involved in preparing it.

I have enjoyed editing this issue and once again wish to thank you for your support and interest. Special thanks go to Ellen Moeller, Kathy Knez, and Jane Van Galen. A warm and enjoyable Summer to each of you! ~ Brian

*** HOME SCHOOL RESEARCHER ***

Vol.1 No.3
September 1985

ANNOUNCEMENTS

Home Centered Learning Bibliography. The extensive, 176-entry bibliography has been completed. Forty percent of the reference entries are annotated by Home School Researcher participants. Special thanks go to Tom Tehan and Jane Van Galen for their time and energy in this endeavor. (I thought I had it all until their additions came in!) The cost for a copy of the bibliography is $4.00. Send your request/payment to: Brian Ray, Science Education Department, Oregon State University, Corvallis OR 97331.

John Holt. Donna Richoux of Holt Associates, Inc. (729 Boylston Street, Boston MA, 02116) recently notified me of the following: "It is with sorrow that I write to tell John Holt's many friends that he died this morning, Saturday, September 14 at 6:50 AM, of cancer (multiple metastatic melanoma). He died peacefully in his sleep, at his home." Amongst many other activities, John Holt had been a major leader for years in the home schooling movement.

Research Results. As soon as you have research results that you can share with us, please do. Whenever you are within three months of being able to share such results, please notify me. If you know of anyone else with results of a study, I would appreciate you referring them to me so that what they have learned can be shared with HSR readers.

Second Generation Home Schoolers. Mark and Helen Hegener, editors of Home Education Magazine (see directory below for address), would like to be informed of second generation home schooling families.

Benson Dissertation. Has anyone been able to get a copy of Reed Amussen Benson's dissertation (The development of a home school, Brigham Young University, 1981)? If so, please inform me and Jane Van Galen (see directory below).

Research Suggestions. Feel free to send in your ideas for studies related to Home Centered Learning (HCL). There may be a person out there who needs an idea or has one but cannot quite put it into words. Ted Wade, author of The Home School Manual (Auburn, CA: Gazelle Publications, 1980), suggests that someone investigate classroom success after home schooling. He anecdotally shares an observation of his brother-in-law who is superintendent for a Christian school system. This superintendent says that children who are taught at home for at least five years by a parent without teacher training do not have any scholastic success once they enter into classroom schooling. Wade explains, "A study like this could measure adaptability to classroom learning in several ways, the length of time it took to adapt,

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achievement, etc. It could also measure social characteristics such as cooperation, friendships, willingness to participate in front of a group, etc. Variables would include the parent's background, type of home program, amount of preparation of the home teacher during the teaching, connection with support groups, etc."

HAPPY AUTUMN!!
Brian Ray

PRESENTING: TOM TEHAN

I am a doctoral student in the Foundations of Education. Foundations includes such fields as history of education, philosophy of education, history of childhood, anthropological studies of education, and religious studies of education. Foundations is a synthetic discipline that assumes education is a life-long process and takes place in the whole realm of human experience. Schooling forms a subset of our education.

Ten years ago I had never heard of Foundations. I received a Masters in linguistics and was almost ready for my doctoral exams in it. However, I found linguistic research (as I then conceived of it) too narrow and specialized for me to write a dissertation in. So I took various courses at the University of kansas while I continued teaching English as a second language. When I took a course on the History of Childhood and Youth in the USA, my interest was ignited. I eventually decided to enter the Ph.D. program because so many of the courses allowed me to examine my assumptions about childhood and education. I would often come home from a lecture, take out my notes, and discuss them with my wife.

I have always been a person who wanted not to specialize in one discipline but to integrate several disciplines so as to avoid "knowing more about less and less." (I realize now I could have approached this position from anthropological linguistics.) I have had to take the traditional education courses in curriculum, psychology, and statistics. However, most of my courses have been in history and philosophy. My research has regularly employed historical, linguistic, and anthropological methods.

My dissertation is titled, Children as Depicted in the New Testament. My question is, "How did the adults who wrote the New Testament conceive of children?" I have scanned historical surveys for clues of how Roman, Greek, and Jewish children were raised and what conditions shaped their experiences. I have also studied over 100 Greek words that were used in the New Testament to refer to children and attitudes toward them. At the moment, I am employing these findings to examine the thirty or forty most important passages that relate to children in the New Testament. The conclusion of the dissertation will discuss the implications of my findings for parents, schools, and society.

I see this study as foundational for education according to biblical standards -- whether that education includes home, private, or public schooling. I would like to go on and do similar studies employing the Old Testament or other religious writings. I would also like to explore not only the context of childhood but direct statements about education as well. I hope to finish and defend my dissertation around Christmas time, 1985.

Some interesting findings so far: (1) The Old Testament gives all responsibility for education to the parent. However, by the time of the New Testament, the Hebrews had found it necessary to institute a form of compulsory elementary through "college" schooling for all believers because of the failure of parents to educate children. From about seven years of age, all boys spent a couple of hours a day during certain times of the year learning reading and the scriptures. It was assumed that this would complement parental instruction. (2) All children were required to learn a trade as an insurance against poverty, but this training did not take place at school. (3) Roman boys were usually trained by accompanying their fathers everywhere after they had learned the basics of reading and polite behavior.

Some of my suggestions for future research: (1) Many times in history home schooling has been necessary. However, regularly societies have gone through a pattern of establishing colleges, then secondary schools, and then elementary. Often the schools were then legislated to be compulsory. I would like to see studies examining many societies and why home schooling was abandoned in them. What kinds of problems necessitated it? I suspect that it often involved more sociological problems than schooling ones. For instance, our American school system is largely a result of the ruling class wanting to assimilate the "non-American" immigrant and lower classes to the "proper" way of life. At the time of the New Testament the concern was that children were being assimilated into pagan culture, so the solution was uniform instruction in the Hebrew scriptures. In the firest several centuries of the earlier church, Christians saw no need to develop a school system; why?

(2) I would also like to see home schooling research focus on a total veiw of education and investigate total socialization and identity acquisition for children. I feel confident that research would vindicate homes as the better place to develop not only scholarly skills but also such important qualities as personality, maturity, values, and initiative.

- Tom Tehan

ON COMPELLING BELIEF: THE CULTURE OF AMERICAN SCHOOLING by STEPHEN ARONS

by Brian Ray

The fact that there are so very few twentieth-century American families educating their children at home might be understood as an indication that "unschooling," as some call it, is a nonissue in a

> society of mass institutions. But these families have touched a raw nerve in American society, and the reaction to them points to substantial ideological contradictions in local schooling and national culture. (From pages 87,88 of: Arons, Stephen. 1983. Compelling belief: the culture of American schooling. New York, NY: McGraw-Hill Book Company, 228p)

The writing style of Stephen Arons is attractive and his content is captivating for anyone interested in the philosophy of education as per the United States. In addition, evidential support can be found by pursuing the report which is a result of a grant. Part of the research and writing leading to his book was supported by the National Institute of Education (NIE-G-79-0161) and by the Liberty Fund, Inc. The NIE report can be found in Resources in Education, April-June 1982, pt. 2, no. ED 210 786. Most of this NIE report is marked "DRAFT Not for publication or quotation."

The book is divided into four parts. Part One is entitled "Censorship: the War Over Orthodoxy." Arons says that this part "consists of six chapters describing current school wars in which families, public officials, and citizen groups fight for control of public school culture" (p.2).

Part Two is entitled "Declarations of Independence." In these six chapters Arons expresses the intentions of and explains the experiences of some people who choose to educate their children at home. He begins with an historically interesting account of the now famous (among home education literature) Perchemlides family, living in western Massachusetts, and their attempt to be "home schoolers." By many in their community, they were treated as criminals. Arons asks the question, "Why is it that millions of children who are pushouts or dropouts amount to business as usual in the public schools, while one family educationg a child at home becomes a major threat to universal public education and the survival of democracy?" (p.88). Thus, Part Two requires the reader to examine his philosophical assumptions about education, schooling, and dissent "in a society dependent on large institutions for child rearing" (p.91).

Although it is impossible to categorically state why people resist schooling for their children, Arons attempts a "rough catalogue" of some of the home schooling parents' criticisms of the school systems. He provides a list of ten "values in which public school students must confess belief," as these families perceive it. The following two caught my attention upon first reading: "5. The ability to follow directions is more important than creativity, and dissent is either the result of poor communication, willful misanthropy, or emotional instability" and "9. Institutional schooling contributes to the progress of the individual and society, upgrades general morality, reduces prejudice, and protects each rising generation from the mistakes of the previous generation" (p.100,101). These two criticisms of public school values alone are enough fuel for months of dialogue.

Are these values supported by any convincing evidence? It reminds me of a recently advertised slogan: "Your Public Schools - There's No Better Place To Learn." Is there evidence to support such a claim?

Part Three is entitled "Subculture and the State." This part "presents the struggle of one group of people that has sought to preserve an unorthodox subculture through control of socialization in their own [private] schools" (p.136). In this section Arons investigates the Amish of Wisconsin, a "multiracial countercultural" group in Santa Fe, New Mexico, and Christian fundamentalists in Kentucky. Part Three is completed with an examination of factors that give legal protection to subculture private schools. Only certain subcultures can expect to exist within the law. "Where those communities are suitably authoritarian, puritanical, and [Judaeo-Christian, p.183] religious, they may enlist the protection of the law; otherwise they are at risk of being cannibalized by it" (p.185).

The title of Part Four, "Separation of School and State," clearly foretells its general content. This section practically serves as a summarial suggestion. Stephen Arons makes a challenging and emphatic statement: "Without a complete separation of school and state, the governing process of American schooling has been increasingly undermined by unresolvable value conflict, and individual freedom of belief, expression, and political participation have been hobbled" (p.189).

The ideas presented in Compelling Belief are boggling and yet refreshing to the mind. Arons' findings and thoughts are certainly worth consideration for anyone concerned about the history, philosophy, or sociology of education and the future of such in the United States. The book is nearly a must for anyone with a learning interest in home centered learning.

Stephen Arons was the Director of Legal Studies at the University of Massachusetts, Amherst, MA when the above mentioned National Institute of Education study was in progress. In addition, I learned a few other things in a recent telephone conversation with Stephen Arons. He has had a personal interest in home schooling that dates back to some work he was doing in the 1960s. He has had much interaction with the Perchemlideses, wrote an article in the "Saturday Review" regarding the same home schooling family, and did some legal work on their case.

Compelling Belief is presently available in hardback for about $20.00. It should be available in paperback by the University of Massachusetts Press in the spring of 1986 for about $9.00.

PRESENTING: MIKE SHEPHERD

My interest in home education derives from my Christian commitments and my work as a teacher in public and private schools. I joined Word Book Club in 1982 to try to balance my readings in secular education theory (East Texas State

University) with a biblical world and life view. I ordered an interesting title: Home Spun Schools by Raymond and Dorothy Moore and my wife Dana and I both were fascinated by the case studies. We attended a conference sponsored by the National Organization of Parent Educators (NOPE) in Dallas, Texas in July 1983 and met a number of people who shared our interest.

I was happy when my doctoral committee (Education Administration) approved the topic for my dissertation. My research led me to examine the growth of umbrella schools, especially Christian Liberty Academy and Accelerated Christian Education, as well as the research of the Moores since the early 1970s. Here is an outline of the not-yet-finished dissertation:

I. Introduction (21 pages)
    A. Educational Theory
    B. Historical Study
    C. Practical Issues
    D. The Education Profession
    E. Home Schools Before 1970
II. Social Change, Alternative Schools, and the Emergence of Home Schooling as a Secular Alternative (30 pages)
    A. Social Change
    B. Alternative Schools
    C. Alternative School to Home School
    D. Experiments
    E. Court Cases
III. Home Schooling as a Religious Activity (26 pages)
    A. Reaction to Social Change
    B. The Moores: Opposition to Early Schooling and Day Care
    C. Nonaccredited Protestant Schools
    D. Umbrella Schools
    E. The Amish
    F. Other Cases
IV. Home Schooling in Texas (22 pages)
    A. Legal Conflict
    B. Ambiguity: opinion, enforcement
    C. Leadership
    D. 1983 Conference
    E. Religious Orientation
    F. Legislative Stalemate
V. Arguments For and Against Home Schooling (18 pages)
    A. Economics of Private Education
    B. Academics
    C. Health
    D. Socialization
    E. Family Life
    F. Religion
VI. The Future of Home Schooling (19 pages)
    A. Toffler
    B. Naisbitt
    C. Numerical Growth
    D. Legal Change
    E. Standardized Testing
    F. School Administration
    G. Constitutional Challenge?
VII. References (17 pages)

- Mike Shepherd

Note: Mike Shepherd has not indicated when he expects to finish his dissertation. Nor do I know how long it will be until a copy of it might be available through an interlibrary loan. He is selling copies of each chapter at $5.00 per chapter. See his address below.

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*** HOME SCHOOL RESEARCHER ***

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PRESENTING: SUE GREENE

In the summer of 1985 I completed my Master's degree in public school administration; and in September joined the Anchorage School District as an administrative intern. In that job I function much like an assistant principal in a junior high school of over one thousand students. The role may seem odd for one attracted to research in the area of home schooling, but my varied background suggests that it is a way of encompassing one more dimension of education.

Since I first began teaching in the sixties, I have been interested in alternatives and diversity in education for Americans. Believing that much of our nation's strength is in its diversity, support of alternative learning seemed natural. After serving on a school board that forged the alternative schooling and community schools' efforts in Anchorage, I became interested in education statewide; in Alaska, that inevitably meant learning about home schooling in the Last Frontier.

I served as a Governor's assistant during budget and legislative reviews of Alaska's Centralized Correspondence Program and therein gained familiarity with the operations and scope of home schooling as it is authorized in Alaska. As a part of my research in the Master's in Education (Secondary School Administration), I undertook a profiling of home students in Alaska. In that project I became familiar with correspondence students from all corners and coves of Alaska. A summary of that study follows.

Although I am involved in a regular public school setting at this juncture, I have benefitted greatly from my exposure to home schooling and consider it a viable and valuable option for many families. I intend to continue reading and research in this and other alternatives in education. I particularly want to track home education in the Northwest.

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Summary of HOME STUDY IN ALASKA: A PROFILE OF K-12 STUDENTS ENROLLED IN ALASKA CENTRALIZED CORRESPONDENCE STUDY

by Sue S. Greene

The purpose of the study was to profile the Alaska home student and family. It focused on Centralized Clorrespondence Study (CC/S) enrollees whose names were available in the CC/S directory. Adult and student questionnaires designed to elicit profile data were mailed to the stratified random sample of 189 students and the adults whose names accompanied theirs in the directory. A 47% response rate was achieved. Data were tallied and presented in tabular and narrative forms or compiled verbatim and presented in the appendix to the study's text.

Results showed that the students are from both the rural, isolated regions and the larger, more urban areas of Alaska, and that they enroll both of necessity and as a voluntary option. Most of them are taught by the mother, who customarily manages the experience with a flexible schedule but somewhat traditional methods of reciting and questioning. Inferences from the study offer details to generally describe the typical CC/S student and family, as well as their home study experience.

The Typical CC/S Student. Lynn is most probably age 5, 15, or 10+ and enrolled in grades K, 8, or 5 (if mean age 10+ is used). The residence is more likely to be in an area which the parents would not consider it a community, but almost as likely to live in one of the Alaska towns of over 15,000 population.

There is only a 33% likelihood that Lynn is not located near a school and not served by bus transportation to school. Even if Lynn has transportation to school, there are reasons beyond necessity that the family chooses correspondence study, most likely because they feel home study allows the teaching of spiritual and moral values and the integration of daily life skills along with academic subjects. Lynn's education (unless age 5) is likely to have included some school attendance, most probably in Alaska. At home Lynn has some siblings, with at least one of them being of the opposite sex. Among the siblings there is likely to be a 14- or 15-year-old, or possibly a 10-, 7-, or 13-year-old in that order of probability.

Lynn's family plans to continue CC/S enrollment, but they are not completely certain about that decision. Among the considerations that are most likely to lead them to withdraw Lynn from CC/S are reaching upper academic levels and needing more teacher expertise or the home teacher, Lynn's mother, needing relief from the teaching responsibilities. Sometimes the parents feel Lynn would benefit from more peer group association and classroom activity; these are the major disadvantages they see to home study. However, the advantages of schedule flexibility and individualized learning probably account for their tentative goal of keeping Lynn in the CC/S program through Grade 12.

Lynn's mother, the home teacher, probably has had some college courses in her educational background and she may work some of the time in another occupation in addition to homemaker and home teacher. The daily schedule is set by Lynn's mother, who establishes the work pace and the assignments to be done. Both she and Lynn read the textbooks; she also uses guidebooks provided. They probably work on each subject a little bit each day, and there is considerable emphasis on the "lessons" of daily life skills in the home setting.

Lynn is likely to have some access to group activities with peers, but the amount or frequency of the association might be limited. Though Lynn likes the flexibility of the schedule and the ability-paced study procedures of correspondence study, there is almost an equal likelihood that Lynn misses association with peers and the social activities of school.

CONCLUSIONS AND IMPLICATIONS

It is clear from the survey results that correspondence study has become both a service of necessity and a voluntary educational option in Alaska. Judging from the information on community locations and reasons for student enrollment particularly, home study appears to meet both educational and social needs and preferences for enrollees of CC/S and their families. Looking especially at the frequency of responses relating to necessity by location, travel activity, desire for spiritual elements along with academic education, and consistency with lifestyle, it appears that home study is an educational delivery form more in step with these representative families than regular school attendance.

In light of that deduction and considering the cost analysis information from the Department of Education's Intervention Review papers, CC/S might reasonably be considered an educationally and financially viable alternative program for students in school districts where it is not cost effective to develop complete alternative programs on an optional basis, even though they may have pupils needing something other than the mainstream offering.

However, it does not take more than a quick look at the cost data to see the implicit problems. Local district administrators are constantly struggling for an increase in state dollars for their budgets, and loss of a student to CC/S enrollment not only means the district is left without that ADM money but also that the state actually saves money in that process. The existence of an optional program - particularly one that demonstrates the achievement success shown in the DOE study of CC/S - means that at any given time a student (or family of students) could choose to withdraw from the district program, enroll in CC/S, and diminish both dollars and planning capability in the district. The implication of this dilemma is that leadership needs to be given to resolving the financial problems so that students' educational needs are not unnecessarily lost in the logistics and politics of the dilemma.

Regarding student movement in the other direction, it appears that pupils are more likely to leave home study and enter regular school as they reach high school level, possibly for the reasons mentioned by several adults and students - needing more subject matter expertise in advanced levels, more participation in social and sports activities, and exposure to classroom discussion experiences. For the students who of necessity remain in home study during the secondary years, some of the services mentioned in other research might be worth investigating. For example, itinerant teachers and/or counselors, regional group "camp" or intensive class experiences, or other methods of increasing two-way communication with advisory teachers and other students. Even observations of videotaped classroom experiences related to subjects the student is studying might be of benefit.

Two concerns arise regarding the home teachers. Several comments from parents expressed feelings of inadequacy, some of which might be alleviated through additional efforts by the administrators and advisory teachers to provide encouragement to the home teachers. In addition to efforts already incorporated, some mechanism such as periodic feedback postcards might bring out the comments on home teacher problems before they grow out of proportion and impact the student's work more than necessary. Second, the percentage of adults who indicated that they read the CC/S materials (especially the 49er) seems lower than it should be, even allowing for some non-readers and very busy home teachers. Further, since only 52% mentioned that the home teacher reads the guides, some attention to these communication efforts might be desirable. The information from the Parent Advisory Committee survey will add to the understanding of this issue.

An area of concern mentioned in some national publications cited in the introduction is worth commenting on in relation to the survey results. That some local school districts are apparently welcoming involvement with families on home study, as reflected in 18% of the adult responses about using local district facilities or materials, is commendable. For the benefit of home study children, whether they are on correspondence by necessity or choice, it seems imperative that educators establish cooperative partnerships. This is particularyly important because evidence indicates that several of the CC/S students do enroll in school at some time during their educational experiences.

Editor's Note: The complete study done by Sue Greene is available from her for $8.50 (copying and postage):

Sue Greene
1603 Alpenhorn Ave.
Anchorage AK 99507
(907) 563-7176

Or, you can go to Resources in Education, August 1985, p.142,143 and find it listed under ED 255 494.

REVIEW OF "IT DEPENDS ON YOUR AIM" BY RAYMOND MOORE IN SEPTEMBER 1985 PHI DELTA KAPPAN

by Brian Ray

Moore gives a succinct summary of what historians and educational researchers have to say about how soon children should enter formal schools. His conclusion is that he finds no "replicable research suggesting that normal children should be schooled before age 8" (p.63). Moore's conclusion comes as no surprise to those familiar with him and evidence related to home centered learning.

Literacy, he says, peaked before the twentieth century. During that time children did not attend the small common schools until they were eight to twelve years old. And they only attended for a few weeks a year. "The remainder of their education took place at home" (p.63). He goes on to list various early childhood experts who explain that home is the best setting for a superb education. Even the Perry Preschool Project, the main study supporting early formal education, "has for years focused more attention on the home (through weekly home visits) than has the typical early childhood education program" (p.63).

Moore explains that genius derives from situations in which children spend much time with adults who love them. In addtion to this, children who spend more time with peers than with their parents become peer-dependent. Relying on age-mates for their values, "they lose their sense of self-worth, their optimism, their respect for parents, and even their trust in peers" (p.64).

He sums it up by challenging the educational profession to support parents who respond to the call for parental involvement. Who could be more involved, he says, than those who home school? Allow children to stay at home a little longer. After all, history "warns that state control of the family - the real issue here - presages collapse of the society..." (p.64).

* * *

For those who perceive home schooling as a reasonable form of education in America, such articles in the professional journals are a source of encouragement. Moore is challenging the profession, and the public, to back up their demands (e.g. earlier school entrance age) with research and common sense. We need such challenge.

One exceptionally strong point in his comments relates to the Perry Preschool Project. Indeed, this study has been used to imply that all children should enter formal schooling at earlier and earlier ages. As Moore explains, the project emphasized home visits. Furthermore, one should keep in mind that the advantages of early education found in the Perry Project only clearly apply to four-year-olds from disadvantaged (or poor) families (p.45,46 In Committee for Economic Development. 1985. Investing in our children. NY:NY, Committee for Economic Development, 107p.).

One of the weaker points of the article is his reference to home schooled children's high scores on standardized tests. An investigation of his sources of information reveals no research data that stand up to rigorous standards. The references that Moore cites refer back to him and to the Hewitt Research Foundation.

Moore brings to the forefront the question of whether non-family institutions are the best learning environment for our youngest children. The Phi Delta Kappan has shown leadership by providing an audience for such thoughts.

PARENT AS TUTOR EXPERIMENTAL PROGRAM IN WASHINGTON STATE

The State of Washington has done a study which is of great interest to those involved in home centered learning (HCL). Its results are perhaps calming the concerns of those who were rambunctiously challenging the validity of HCL in that state. During the Fall of 1985, the State of Washington Superintendent of Public Instruction (SPI) made available a report entitled, "Washington State's Experimental Programs Using the Parent as Tutor Under the Supervision of a Washington State Certified Teacher 1984-1985." The information in this article comes from that report.

In 1983, the Washington State Board of Education approved two private experimental programs, under the supervision of certificated tutors, using the parent as tutor. The two programs were the Family Centered Learning Alternatives (FCLA) and the Center for Christian School Services (CCSS). Both programs had to meet certain State Board requirements. Included in these requirements, the certificated teacher would (Appendix A):

- supervise parents and monitor students (up to 20),
- provide training and/or guidance to parents,
- assess student ability, administer standardized tests, and evaluate student progress,
- assure that records required by the SPI were maintained, and
- assume that student participation in weekly socialization and PE activities were carried out.

Among other things, the parent would:

- tutor his or her own children only,
- attend training sessions,
- meet regularly with supervising teacher (at least every three weeks),
- guide student's daily work,
- keep daily records of time on task, and
- meet with the student 180 days for sufficient hours to meet state requirements.

The programs included families in a number of communities and cities across the state. They reported a combined enrollment of over 500 students in grades K-8. There were a number of reasons that not all 500 could be counted in the testing data, however. "A core group of one hundred students were identified as having been in the experimental program from the pre-testing through the Spring of 1985. This core of students were post-tested in April of 1985" (p.1). Stanford Achievement Tests were used.

Testing was done in three subject areas: reading, language/English, and math/mathematics. The median reading "scores were above average and in the majority of cases were well above [the national] average" (p.40). "The median reading scores for grades two (FCLA), three (CCSS, FCLA), and five (FCLA) fell at or below the national average" (p.40). The median scores in language/English for most grades "fell between the second and third quartiles (above average)" while the "median language scores for grades three (CCSS), and five and six (CCSS and FCLA) fell below the national median" (p.41). In math, "The median score for grades two, four, six and seven for both sites [CCSS and FCLA] fell at or above the national average" while the "math scores for grades one (CCSS), three (CCSS and FCLA), five (CCSS and FCLA) and eight (FCLA) fell below the national average" (p.42). In summary, "...the majority of the scores were average, or above average, in Reading, Language and Math" (p.1).

The report emphasizes that "fewer than 100 students in each sample (grade level) lowers the reliability of the data" (p.39). Most of the grade samples contained fewer than 16.

SPI personnel made visits to five administrative centers in Western Washington. Also, staff attended center meetings and small group learning situations conducted by the certificated teacher and reviewed student folders. "The review of student work indicated that within centers as well as between centers students were progressing through curriculum which ranged from very experimental... to highly structured... .....the informal review indicated that regardless of the method used, all students were performing activities in the broad curriculum areas required by the state" (p.38).

Surveys were done and gained the following demographic data (p.2):

> over 60% of parents identified as the primary tutor were between the ages of thirty-one and forty. 88% were female. 74% were Caucasian. Over 55% of the families had incomes between $15,000 and $35,000 and approximately 70% identified the primary wage earner as blue collar, professional, or self-employed. 40% of the parent-tutors had some college experience, 16% held BA degrees and 4% held graduate degrees. 89% of the families had three or fewer children. 27% lived in populations less than 5,000. 31% lived in populations between 10,000 and 50,000.

The CCSS and FCLA ceased to operate as experimental programs at the end of the 1984-1985 school year. In July 1985 home-based instruction became a legal option for parents in Washington State. Debate, the SPI points out, continues to surround issues concerning an alternative to attendance in a formal school setting. The executive summary concludes by saying, "Although application of the results of the study to other populations are not possible, the experimental programs did provide a model of co-operation between state and local organizations upon which future endeavors can be built" (p.2).

* * *

The study appears to have been executed in a professional manner. It also seems to give fair treatment to home education as an alternative form of education in the state of Washington. This editor has one question/ criticism, however. On page 38 the SPI explains that an attempt was made to collect comparative achievement test data from students in a public school district and an approved private school. He goes on that "difficulty in controlling variables made comparisons between groups impossible" (p.38). I would like to see further explanation of this "impossibility." For comparative purposes, it would seem that the SPI could have at least given Washington State's overall achievement scores compared to national scores. It would be interesting to contact the SPI for this information.

For more information about this study, contact:

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ANNOUNCEMENTS

National Leadership Seminar. Hewitt Research Foundation is convening a seminar of national home school leaders. It will be at the Hyatt Hotel on U.S. Highway 1 in Princeton, New Jersey, on February 17, 1986 from 9 a.m. to 5 p.m. A donation of $25 or more for an individual or $40 or more for married couples will insure a place at the seminar. For more information, contact: Hewitt Research Foundation; P.O. Box 9; Washougal WA 98671-0009.

HOME SCHOOL RESEARCHER 1986. I heartily plan to go on with another year of the HSR. Your participation and enthusiasm has been very encouraging. The list of participants grows weekly. I trust that the information in this publication is interesting and valuable to you. Until the third and fourth issues were completed and mailed, I did not know the full extent of what is involved in such a publication endeavor. In light of experience, the subscription/participation cost for the 1986 quarterly HOME SCHOOL RESEARCHER is $7.00. If you have any questions about this, please write. If this is an unreasonable hardship on you, please communicate such to me. Please send in the participation fee soon and you should receive the next issue in March of 1986.

Participants' Research. It is difficult to keep track of everyone's research progress. If you are finished, or within a couple months of finishing, please inform me of this. Or, just send in the study, or a summary of it, and how a copy of it may be obtained.

Home Centered Learning Annotated Bibliography. The bibliography is still available. However, the list of 176 entries has grown to about 185. It is a tremendous source of information for anyone interested in studying home education. The cost is $5.00.

Correction by Ted Wade. In response to a brief report in Vol.1 No.3, Wade writes, "My brother-in-law [superintendent of a Christian school system] did not say that children from home schools did not have any scholastic success. They just were observed to have problems fitting into the classroom learning program." Wade suspects that such problems would disappear soon after involvement in the classroom setting.

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*** HOME SCHOOL RESEARCHER ***

Volume 2 Number 1
March 1986

PRESENTING: JOHN WESLEY TAYLOR V

My interest in home schooling dates back to childhood days. My parents decided to home school their children as a matter of conviction. They believed that the home was the most ideal environment for fostering creativity, inquiry, and practical learning.

Hence, I began home school at the age of eight. My mother, who was my teacher for the first eight grades, professionally was a secretary. During this time, we were living in Latin America and consequently did not have to fight any legal battles. Nor did we have any support groups, which I am sure would have been helpful, in the educational area.

From grade nine through the twelfth grade, I continued to study at home on my own through Home Study International. There was always so much more time to study music at the conservatory, farm, carry on projects in the community, engage in carpentry and construction endeavors, and in general learn about life and people.

At eighteen, the pattern was broken and I entered a "formal" college program. There I became much involved in campus and academic activities, and completed science, religion, and education programs. Since then, among other pursuits, I have become more deeply interested in education itself, completeing a master's degree in Educational Administration. Presently, I am finalizing a Ph.D. in Curriculum and Instruction at Andrews University, where I serve as faculty.

In regard to educational research, I began to perceive that a national home schooling movement was in an upward trend. The phenomenon has arisen to the notice of parents, educators, judicial systems, and legislative assemblies. The resurgence of interest is evidenced, for example, by the proliferation of home school support organizations and a dramatic surge in home school litigation. Home schooling has become both a national and an international concern; and as such deserves more than casual attention.

Legitimate questions have been raised regarding the viability of home schooling and its impact upon children and society. While praised for its flexibility and individualization, the home school has also been criticized as being narrow, impractical, and potentially deleterious to the child's social development. A specific allegation, mentioned by critics of the home schooling movement, is that home schooled

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children suffer adversely from social deprivation which, in turn, negatively impacts upon their self-concept. Home school advocates, on the other hand, contend that the development of positive, intimate relationships with teacher-parents, the opportunity for intellectual exploration and individualized learning, and the demise of negative peer pressure enhance the child's self-image and encourage superior academic achievement.

In view of the dramatic renaissance of the home schooling movement and the confrontations which are multiplying in educational, legislative, and judicial circles, it is ironic that there is a serious lack of research which deals directly with the subject. Until objective research is conducted, educators and public authorities may continue to rely upon hearsay or intuition. Perhaps the fact that laws regarding home instruction vary considerably from state to state, and that various courts have at times taken opposing views, underscores the need for additional evidence upon which to base legislative and jucicial decisions.

My study seeks to answer the most frequently raised issue regarding the home school: Are home schooled children socially deprived? In essence, educational theory and related research (viz. that involving individualized instruction and independent study behaviors) indicate that there may be a difference in the social self-concept of home schooled children as compared to those schooled in the conventional classroom. The specific home schooling effect is as yet largely unknown.

The investigation examines home schooling children in grades four through twelve, utilizing the Piers-Harris Children's Self-Concept Scale and a demographic form. The randomized sample was drawn from the mailing lists of the two largest national home schooling agencies - Hewitt Research and Holt Associates (with a combined total of approximately 45,000 addresses). The resulting data will be statistically analyzed.

As a result of this study, to be finalized during 1986, I foresee the realistic formation of an empirical base from which to assess one of the most significant educational trends of the decade, thus contributing toward a better understanding of educational theory and practice. It is possible that the home school movement could provide a viable avenue for the learner, not adequately served in the conventional classroom, to experience challenge and growth. Opportunities could be opened for extended educational research in an area where children develop in a natural environment, surrounded by high levels of parental attention and support.

Editor's note: Wesley Taylor expects to be able to officially release the findings of his study sometime during May of 1986. I look forward to it.

REVIEW OF "HOMES AS SCHOOLS" BY JACK McCURDY

by Brian Ray

"Homes as schools" is the title of chapter eleven in the publication Choices in Schools: What's Ahead and What to Do by Jack McCurdy (National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209, 1985, 57 p.). It is the result of the writer's review of literature and discussions with various people involved in home schooling. He briefly examines five ideas related to home education: (1) an historical perspective, (2) reasons for home schooling, (3) whether it is valid education, (4) state legislation, and (5) cooperation between home schoolers and public school districts.

With regard to home schooling's place in history, McCurdy writes (p. 46):

> Education of children at home by parents is as old as civilazation but has been largely forgotten as a serious schooling option until recently. Instruction of children by professionals away from the home has become a way of life for nearly all parents. It is, however, a relatively new tradition.

But, he points out, the proportion of young people involved in home schooling has risen faster than in any other portion of private education. Several estimates of the involved number of families, from 10,000 to 50,000 or more, are given. No one knows for sure. Once parents taught children at home because there were no schools. Today, however, "The overriding reason is to exert more control over what the child learns..." (p. 46).

In reality, the reasons for home schooling vary. A common reason is differences in religious beliefs from what can be, and is, offered in the public schools. On the other hand, some parents perceive the public schools as too conservative or traditional. Some parents are committed to strong families and more time with their children. And some believe that they can best serve the needs of a particular child. Usually there is a combination of reasons for teaching them at home. Regardless of the reasons, families who home school should be prepared to live in a way that is set apart from mainstream society.

One reason they will not be seen as mainstream is that some people question whether home schooling is really education. Some educators are afraid that these children will fail academically or socially. Although there is little strong evidence yet on how these children turn out, McCurdy says, some achievement testing shows that they do as well or better than those in schools. The question as to whether it is education also arises in the legal arena. Some states expressly permit home education and others do not address the issue. States usually require "...a home education program to be `equivalent' or `comparable' to that of a school"

(p. 47). The problem is that these two terms are often poorly defined.

With various statutes from state to state, it is no surprise that the court decisions vary between states. "However, most courts have interpreted state constitutional provisions and laws as to permit home instruction...," but some courts "...have prohibited home schooling outright" (p. 47). McCurdy points out that the U.S. Supreme Court has never "...ruled difinitivley on home education..." (p. 48). Those who advocate home education are making nation-wide efforts to alter or pass supportive legislation. Many practitioners and advocates are going "public" for the first time as a part of these legislative efforts. Even if home education is widely authorized, its spread may be limited by certain factors. One is the cost of instruction materials and another is the added responsibilities that home schooling parents accept.

Some school districts and home schooling families are finding it profitable to cooperate, while others go on fighting. For example, "Under California law, school districts can enter into an `independent study agreement' with parents who intend to school their children at home. ..... These agreements allow districts to count the students for state aid purposes" (p. 48). Simultaneously, the parents receive assistance for their children from the district. Home educators and districts in other states might benefit by investigating such possibilities.

Some Comments

McCurdy presents a fairly balanced, general overview of the home centered learning situation in the U.S. He treats it as an issue in American education, but does not tend to bolster either side of the quieting debate. His opening statements do put home schoolers in a positive perspective, however.

Laws in many states have changed since McCurdy wrote this chapter. Those interested can contact the following regarding current state laws: (1) Rutherford Institute (P.O. Box 510, Manassas VA 22110; ph. 703/491-5411) for a 250-page legal analysis of the home school laws in the 50 states called "The home school reporter" written by Chris Klicka, and (2) Home School Legal Defense Association (P.O. Box 2091, Washington DC 20013; ph. 202/546-2335) for the "Home school statute chart of the 50 states," also by Klicka.

McCurdy has not uncovered any research new to this author. In fact, I suspect that he could have done a more thorough literature search and found some studies to add to the "...little evidence on what happens to children schooled at home or how they turn out" (p. 47). He does provide a few references related to the area of home education. These references and other research are included in the bibliography mentioned later in this HOME SCHOOL RESEARCHER.

HOME BASED LEADERSHIP CONFERENCE

by Brian Ray

The Hewitt Research Foundation presented its "Home Based Leadership Conference" on February 17, 1986 at the Hyatt Hotel in Princeton, New Jersey. It was a day-long event which included talks, panel discussions, question-answer sessions, and displays by curriculum suppliers. Raymond and Dorothy Moore (Hewitt Research Foundation), Phyllis Schlafly (Eagle Forum), Donna Richoux (Holt Associates), John Eidsmoe (Oral Roberts University Law School), and Michael Farris (Home School Legal Defense Association) were among the speakers. Hundreds of people from the eastern half of the U.S. and a few, including this writer, from west of the Mississippi River attended.

History, research, and common sense.

Raymond Moore was the first speaker and entitled his presentation, "Home-based education, 1986: history, research and common sense." He gave an overview of what he perceived to be relevant research, facts, and anecdotes to the area of home schooling. He first referred to a Smithsonian Institution-supported study of genius. Those geniuses studied shared certain characteristics as children: (1) very warm, responsive parents, (2) relative isolation from their peers, and (3) allowance to work out their fantasies. He then proceeded to interrelate the work of Carl Zimmerman, Jean Piaget, Urie Bronfenbrenner, Bill Elkind, and others to suggest that formal education should be put off until much later (i.e. about nine or ten years of age) than is the norm in the U.S. today.

Near the end of his talk, Moore explained what he meant by "incest in education." He said that a child is brought into formal schooling too early and burns out or doesn't succeed. This child is then labeled "learning disabled." And now, in the last two generations educators have developed "special education programs" to deal with this type of child. The school gets more money for the special education child and this encourages the system to label more children learning disabled so that the system can feed itself and grow.

Moore ended his talk by saying that home schooled children are not socially deprived. In fact, he quipped, "They often employ public school children in their muffin routes."

Dorothy Moore then gave a brief presentation. She emphasized that home schooling is not for everyone; it is an alternative. Speaking of the parental involvement in home schooling, she pointed out that Benjamin Bloom now considers Head Start a failure because it depends so much on parental involvement, and the typical Head Start endeavor does not have this type of involvement.

Working with legislators.
Phyllis Schlafly gave a dynamic talk entitled, "How to work with legislators to develop sound legislation." She did much groundwork before she directly addressed the topic of the title. She explained that she was one of the 10% who involved her child in home schooling for intellectual, rather than religious, reasons. She did so to teach her child how to read using the phonics method. From here, Schlafly spent some time comparing sight reading and phonics. Her conclusion was that phonics is the superior method for learning to read.

She then discussed the Protection of Pupil Rights Amendment (Hatch Amendment, 1978) and the hearings that the U.S. Dept. of Education (ED) held on them during the Spring of 1984. She implied that the influence of the National Education Association (NEA) kept the results of the hearings from being publicized. So, she took excerpts from the public documents and published them in Child Abuse in the Classroom. Soon thereafter, the ED published its regulations and the "NEA went into orbit." She said that the NEA will not debate her, but they send Norman Leer's "People for the American Way" to debate her. Schlafly said a basic confrontation is involved: parents having primary responsibility for their children versus teachers and schools doing what they want in schools with the children, denying parental rights.

Schlafly went on to emphasize that the Hatch Amendment only protects the parts of schooling supported by federal monies, while the vast majority of funds are local in source. So, parents must lobby, and lobby diligently, because there are many lobbyists who are state-paid employees and lobby hard for state control of public education. For example, she claimed that there is a strong movement nationwide for full-day kindergarten and voluntary and/or mandatory schooling at the age of three or four. This would create more jobs for teachers, she emphasized.

Most state legislators are responsive to their constituents, she said. At the state level, the power is people: well-timed phone calls, letters, invitations to homes, warm people at meetings, and testimonies at hearings. The presence of a thousand people at a special gathering has much more impact on a legislator than the most logical presentation for or against a cause.

Philosophy and methods.
Dorothy Moore followed with a talk entitled, "Philosophy, goals, materials and methods." She took the approach of listing the characteristics she perceives in home schooling parents, which was an ingenious way to praise them and to say what she wanted to say about philosophy and methods. This was very appropriate since most of the people in attendance were home schooling parents, whether "leaders" or not.

Among other traits, she listed the parents as: individuals willing to be different, not peer-dependent, wanting to develop a strong family but not isolated from society, providing care and nurture without being over-protective, having broad goals, utilizing a variety of materials and methods, using parent and peer tutoring, usually requiring children to master the subject studied, and learning with their children. Referring to Benjamin Bloom and his book All our children learning, Dorothy Moore said that 80% of our children, if given the time and opportunity, can learn as well as those that we normally think of as the top 20%.

Law.
A panel of lawyers started things after lunch with a presentation on "Constitutional, criminal and family law." John Eidsmoe gave a lively and humorous first talk. He briefly reviewed four U.S. Supreme Court cases that indirectly dealt with home schooling. He also outlined six hierarchical steps involved in effective dealings between home schoolers and the law: (1) educate self and officials, (2) negotiate, (3) legislate, (4) litigate, (5) agitate, and (6) if all else fails, regurgitate. The audience burst out in laughter at the last point. Not every case needs to go through all six steps.

Michael Farris then explained that the Home School Legal Defense Association (address given above) was organized for mainly two reasons: (1) to get home schooling families out of trouble, and (2) to keep local home school-friendly lawyers from going broke.

Jim Knicely of the Rutherford Institute (address given above) stated that the battle (between home educator parents and the state) was lost at the turn of the century when compulsory education laws were emplaced. He said that the "free exercise principle" is holding the reins on the state, but there has not yet been a direct case to get their hands completely off of the family.

Sandra Wise, a constitutional lawyer of the firm Ball and Skelly in Harrisburg, Pennsylvania, then spoke of the importance of home schoolers educating the public. She said that home schooling families need to come out from underground, educate people, and get lawyers involved in developing strong legislation to support parents' rights to home school.

High standards.
The last event was a panel discussion with the title "How can we build the highest standards in home education?" The panelists were Fran Nolan (former supervisor of elementary education, New York State), Donna Richoux (editor, "Growing Without Schooling"), Dorothy Moore, and Ellen Dana (curriculum director, Hewitt-Moore Child Development Denter). Nolan spoke of the "power of an idea" and that home schooling parents must have a vision of what it is they are attempting.

Richoux spoke of John Holt's ideas of how to get the most energy from people who are involved in social reform. These involved not starting a national organization because too much time would be wasted in trying to agree. So, he started a directory of home schoolers and designed "Growing Without Schooling" to be very participatory in nature. Richoux said that she invites a diversity of groups in home schooling. Dorothy Moore reiterated some of what Richoux had to say and placed strong emphasis on cooperation amongst various home schooling groups.

Dana offered two main points. First, home educators should remember that they are "...home schooling, not having school at home." Her point was that a person should not try to take everything that a conventional school does and attempt to implement it in the home. Second, parents should do a conscientious evaluation of their home school. Hewitt-Moore has developed a questionnaire index to help in this area.

Some comments.
The conference was encouraging to many home schooling parents and it offered much information to those interested in this form of education. However, I would like to make two editorial comments. One, the conference was only for "leadership" in a very general sense. It gave general ideas about legislation, lobbying, and striving for excellence at the local level. These suggestions and encouragements were probably very helpful for many parents in attendance. On the other hand, such generalities were redundant for those who had already experienced these types of activities. This was clear from others with whom I had discussions. There was little planned attempt to discuss leadership in the areas of research or the perception of home education at the national level.

Second, Raymond Moore planned to and did use the occasion to make two points that were very personal to him. One was that he cannot continue to endorse five to eight hours per day, workbook-type activities that several curriculum suppliers have been selling to home educators. Then he listed names of businesses with whom he is upset. His second point was that he was tired of anti-state sentiments among some home schoolers. He said, "We have no business to hate the state, because we are the state. We do have to draw the line for the state, however."

It was an exciting and stimulating day of activities. Among other things, I enjoyed getting acquainted with a few of you HOME SCHOOL RESEARCHER participants. In addition, Raymond and Dorothy Moore gave a talk (about early childhood education and home schooling) that evening at Princeton University. It was sponsored by the Teacher Preparation and Placement Program (Henry Drewry, director). The Moore's reiterated much of what they had said earlier in the day. It was an encouragement to them and to others involved in home education that such a university would grant them audience.

ANNOUNCEMENTS

Questionnaires. Participants in the HOME SCHOOL RESEARCHER (HSR) suggest two things if you are preparing to mail a questionnaire to them: (1) Organize it such that it requires the least amount of time possible to answer, and (2) Include a self-addressed stamped envelope (SASE). Doing so might improve your success in such endeavors.

Call for Research Results. If you have any results or are within three months of being able to report on them, please contact me about it.

Participation in the HSR. The HOME SCHOOL RESEARCHER welcomes you to submit articles relevant to its purposes (see below). Generally, they should be typed, double-spaced, and 2-4 pages in length. For v. 2 no. 2, please submit by the end of May.

Magazine requests articles. "Home Education Magazine" (P.O. Box 218, Tonasket WA 98855) is interested in articles from people doing home schooling research. You can write to them for their "Writer's Guidelines."

Annotated Bibliography. The home centered learning annotated bibliogrhaphy is growing. If you, as a participant in HSR, have any additions to it please send them in. It is a tremendous source of information to anyone interested in studying home education. The cost is $5.00 for 1986.

HOME SCHOOL RESEARCHER 1986. This is a quarterly publication dedicated to the dispersal of information relevant to the research of home centered learning. It is a publication which depends to a large extent on the participation of its subscribers. The subscription rate for 1986 is $7.00. Unless otherwise specified by the participant/subscriber, a subscription payment during 1986 covers the four 1986 issues.

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*** HOME SCHOOL RESEARCHER ***

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SELF-CONCEPT IN HOME-SCHOOLING CHILDREN

by John Wesley Taylor V

The home schooling movement appears to be in an upward trend in America. It has arisen to the notice of parents, educators, legislatures, and judicial systems. Legitimate questions have been raised regarding the home school. Many of the answers, however, have been based upon hearsay, intuition, folklore, or anecdotal accounts.

This national study sought to provide an empirical base upon which to formulate viable decisions regarding home schooling children. It sought to address the issue of socialization and self-concept in home schooling children--perhaps the most frequently asked question regarding the home school.

The study considered home schoolers in grades four through twelve. Instruments included a demographic form and the Piers-Harris Children's Self-Concept Scale (PHSCS). The randomized sample, drawn from the mailing lists of the two largest national home schooling agencies, Holt Associates, Inc. and Hewitt Research Foundation, yielded 224 qualified participants.

Conclusions include the following:
1. The self-concept of the home schooling children was significantly higher ($p<.001$) than that of the conventionally schooled population on the global scale and all six subscales of the PHSCS. On the global scale, half of the home schoolers scored at or above the 91st percentile. This condition may be due to higher achievement and mastery levels, independent study characteristics, or one-on-one tutoring situations in the home school environment. It could also be due, perhaps, to higher levels of parental interest and communication, peer independence, a sense of responsibility, and lowered anxiety levels.
2. Insofar as self-concept is a reflector of socialization, it would appear that few home schooling children are socially deprived. Critics of the home school should not urge self-concept and socialization rationales. These factors apparently favor home schoolers over the conventionally schooled population.
3. The self-concept of the home schooling children decreases significantly ($p<.01$) as age and grade level rise. This, however, is not likely due to increasing number of years of home schooling, as this factor had a significantly positive effect ($p<.001$) when a part of the best predictive model for self-concept. It could be due to a higher age and grade level at that

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time when a child entered the home schooling environment from that of the conventional school.
4. The factors of gender, number of siblings, locale of residence, prior conventional schooling, educational level of home school operators, and geographical region were not significantly related to the self-concept of home schooling children neither when considered in isolation nor as a part of the best predictive model of self-concept.
5. While not significantly related to self-concept when in isolation, the factors of the number of years of home schooling and the beginning school age did become, when in the presence of certain other demographic variables, significant predictors ($p<.001$) in the best predictive model of self-concept in home schooling children.
6. Higher socioeconomic status and an increase in the total number of home schooling children in a family, within the limits of one to seven children examined by this study, is significantly related ($p<.05$) to a more positive level of self-concept in home schoolers.
7. The best predictive model of self-concept in home schooling children ($p<.001$) is related to lower grade-equivalence, higher years of home schooling, higher socioeconomic status, higher number of home schooling children in the family, and higher beginning school age. The model is statistically stable and accounts for over 12 percent of the variance in the self-concept.
8. Home schoolers are apparently concentrated towards lower grade levels and tend to commence formal instruction at a somewhat later age than the national average.
9. There is an approximately balanced distribution of home schoolers in terms of gender and geographical region.
10. It appears that home schooling families frequently have more children than the national average and usually have more than a single child in the home school.
11. Very few of the children are in their first year of home schooling and most have previously attended a conventional school.
12. The educational level and socioeconomic status attained by home school operators seems to be considerably higher and their locale more rural than that of the comparable general population.

Inasmuch as the literature indicates a strong, consistent relationship between self-concept and academic achievement, I would suggest that a study evaluating the academic achievement of home schooling children could find them to be significantly above average. I would also recommend that the conventional schools and the home schools seek to cooperate with each other so as to maximize the contributions of each.

P.S. A special thank you to each of you who helped to make this study become a reality. I believe that the findings will be significant for many individuals nationwide.

Complete copies of the study (approximately 330 pages) in book form are available from University Microfilms International, 300

N. Zeeb Rd., Ann Arbor, MI 48106. If you would like to request me to speak regarding the home school, from the perspectives of research, education, and personal experience as a home schooler for 12 years, please direct your communication to John Wesley Taylor V, Dept. of Curriculum and Instruction, Andrews University, Berrien Springs, MI 49104; phone 616/471-3514.

Editor's Note: "Self-concept in home-schooling children" by Taylor is a dissertation that was presented in April 1986 to the School of Education at Andrews University in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

COMMENTS ON THE SELF-CONCEPT STUDY BY JOHN WESLEY TAYLOR V

by Brian Ray

Taylor's study (see above) is an empirical study of interest to the education profession in general. The areas of specialization include the affective domain and home schooled children.

Purpose. "This study sought to analyze the relationship which exists between home schooling and the self-concept of children in grades four through twelve" (p. 5).

Instrument. The Piers-Harris Self-Concept Scale (PHSCS) "...is an eighty-item checklist questionnaire in which the respondent answers simple declarative statements with a dichotomous rating of Yes or No, thus indicating whether or not a specific stimulus applies to him/her" (p. 111). Taylor dedicated much space in his dissertation to examining various self-concept instruments and explaining why he chose the PHSCS.

In terms of reliability, the PHSCS was reported to have an internal consistency of .90. The median test-retest reliability was .73. The author pointed out that the six subscale reliability values were considerably lower than for the global scale.

Taylor referred to a study which gave values of .56 and .61 for the predictive validity of the PHSCS. He also mentioned that perhaps the idea of criterion validity is not applicable to the measurement of self-concept. Several studies say that the PHSCS is a valid measure of the central core of personality. The convergent validity between the PHSCS and four other related instruments included values ranging from .60 to .71.

Statistics Used. For hypotheses (1-3) involving population norms, t tests were used. Multiple linear regression, stepwise, best subsets, and backwards methods, was used for the others (4-16). The assumptions of multiple regression were not discussed by the researcher.

Sampling. This author assumes that the general population was fourth through twelfth grade students in the U.S. The group used to norm the PHSCS was 1,183 public school students in Pennsylvania. The home schooled group came from an original list of 45,000 supplied by Holt Associates, Inc. and Hewitt Research Foundation. From this list, Taylor randomly selected 2,000 families. Of these, he estimated that about 500 "...might have qualified as participants" (p. 128). With a return rate of about 45%, there were finally 224 home schooled individuals included in the study. These subjects evenly represented the four geographical regions of the U.S., the researcher reported.

The sample size of 224 was sufficient for t tests. A rule of thumb for multiple regression is 14 subjects for the first variable and 10 for each variable thereafter (Wayne Courtney, personal communication, June 24, 1986, Oregon State University). Thus, with 14 variables in this study, the minimum sample size should have been 144. The sample was adequate.

General Comments. Taylor's purpose was clear, a convincing theoretical framework for the study was established, the selected instrument was appropriate, the sampling matrix was clearly described, and the sample size was adequate for the statistics used. The statistics used appear to be appropriate, but the assumptions of regression were not addressed. The results were clearly explained and the conclusions generally followed from the data in a logical fashion. Taylor's recommendations, including a similar study of achievement levels and longitudinal studies of the self-concept of home schooled children, are worthy of consideration.

PRESENTING: JON WARTES

I sometimes introduce myself as a "public school counselor who was originally opposed to homeschooling but is now homeschooling my own children." Initially I thought home schooling could not possibly work because of the importance of highly qualified teachers to the learning process. It took a lot of reading, home school conferences and talking to home school parents for me to reorganize my thinking. The more I learned, the more favorable the concept became.

I have been a public school educator for 21 years. The last 10 years I have been a senior high school counselor (including 6 years as head counselor). Previously, I taught secondary mathematics and special education.

During the summer of 1984 I (and with the help of many others) conducted a survey of Washington home schoolers regarding the acceptability of various possible provisions in home schooling legislation. 441 families responded. In 1985, Washington passed a home schooling law - some aspects of the law were based upon that survey.

Since the passage of the law, I have continued to donate some of my spare time to home schooling. My interests center in two areas:

1. Facilitation of public school-home school cooperation.
2. Research regarding the academic achievement of home schoolers.

I have observed that while home schooling frequently connotes a negative first impression among educators, the second impression is almost always positive. The challenge, therefore, is to create the conditions whereby others are willing to take the second look. I view this as primarily a task of providing information.

In the Fall of 1985, I wrote a paper entitled "One educator's observations about homeschooling." It describes my own personal views regarding a number of issues related to home schooling. Topics include reasons for home schooling, academic achievement, socialization, legal basis, dealing with resistance, stereotypes, values in conflict, public school response to home schooling, and others. The primary purpose of the paper is to help the uninformed reader (educator, judge, relative, or neighbor) past the often negative first impression and create a willingness to take a (often positive) second look.

Consistent with my second interest, I have, with the help of Richard Wheeler, initiated something I call the Washington Homeschool Research Project. The goals of the project are (1) to provide base line information about the achievement levels of Washington home schoolers, (2) provide information about some specific topics (e.g. reasons for home schooling, socialization, students who score low, students who discontinue home schooling), (3) provide longitudinal information about some home schoolers, and (4) identify home school parents who are willing to participate in research conducted by others.

The method involves the use of a written questionnaire to be distributed by mail and filled out by parents of selected students. Test scores will come from the annual assessment done by home schoolers (a requirement under Washington law). A random portion of scores reported by parents will be verified by direct contact with the person administering the test. Families may participate anonymously if they wish.

The sampling will be conducted by 10 "local coordinators" around the state. They include people who are offering testing services for home schoolers, instructors of classes in home based education (a class created by Washington's home schooling law), support group leaders and others.

The first sampling is taking place this summer (1986) with a second sampling involving as many as 20 local coordinators during the summer of 1987. this should result in base line information from a reasonably good sample size. A longitudinal follow-up on those who participate in the 1986 and 1987 sampling will take place at two-year intervals starting in 1989.

Home schooling friends sometimes ask why I am undertaking this project. It is not, for example, the basis for a master's or doctoral thesis. I offer several reasons:

1. I find the topic absolutely fascinating.
2. I enjoy research in the same way as others enjoy fishing or crossword puzzles.
3. I have found home schoolers to be uncommonly good people. It is personally rewarding to know and work with such parents.
4. I genuinely believe home schooling to be a legitimate educational option and that good information is the best way to produce understanding and acceptance by others.

Editor's Note: You can contact Jon Wartes at Washington Homeschool Research Project, 16109 N.E. 169 Pl., Woodinville, WA 98072.

ALASKA'S CENTRALIZED CORRESPONDENCE STUDY PROGRAM

by Brian Ray

Alaska's Centralized Correspondence Study Program (CCS) "...is a complete K-12 education program delivered to students at home through the mails" and is operated by the Alaska Department of Education (ADE) (ADE, 1986, p. 3). It is open to any Alaskan resident who has not completed high school and it is public education paid for by the people of the state.

During the 1984-85 school year, CCS served 1,294 students and expected to serve at least that number during the 1985-86 year. "Around 64% of our population live in urban areas but use CCS as an alternative to the regular school program. Sixteen percent live in isolated areas and can't attend a local school. Nine percent are from families who are traveling for extended periods of time. The remainder are adults studying for the high school equivalency test" (ADE, 1986, p. 3).

A home teacher, usually a parent, teaches the student. The home teacher is under the supervision of an advisory, or certificated, teacher who is located in Juneau, Alaska. "CCS provides textbooks, materials and supplies to the student. Lesson plans, teacher guideline and supplementary materials are developed by CCS staff. Some high school courses are purchased from the University of Nebraska's correspondence study program" (ADE, 1986, p. 3).

In Volume 1 Number 4 of the Home School Researcher, Sue Greene was presented and there also was an article entitled "Summary of home study in Alaska: A profile of K-12 students enrolled in Alaska Centralized Correspondence Study" by Sue Greene. Her study emphasized the development of a demographic profile of the students and only briefly mentioned achievement scores of CCS students. Since the time of her report (April 1984), more empirical information regarding CCS students has been collated.

Bob Falle (1986) reported on the administration and results of standardized tests for CCS students. In spring of 1984 the ADE administered the Scientific Research Associates (SRA) achievement battery, using both group on-site and at-home administration. As with previous testing using the California Achievement Test battery, "...the 1984 test results were positive; however, the results of the at-home students were significantly higher than that of the on-site group..." (Falle, 1986, p. 23). That is, the CCS students did better than the national norm, but the results were not consistent across test administration methods. "During the spring, 1985, test cycle, therefore, we focused our attention on standardized adminstration" (Falle, 1986, p. 23). The 1985 test results varied between the three test administration methods, but in no consistent way. The ADE plans to continue improving reliability in test administration.

Falle (1986, p. 24) reported, referring to 1985 test scores:

> Our SRA results continue to be above national averages. K-5 graders score at the 80th percentile or higher in reading and at the 78th percntile [sic] or higher in math. Middle school students (grades 6-8) score at or above the 78th percentile in reading and at the 58th percentile in math. High schoolers (grades 9-12) score at the 75th percentile or higher in reading and at or above the 58th percentile in math. The math scores grades 6 through high school are significantly lower than those scored by the same grades in the earlier test rounds. This "blip" may be partly accounted for by the recent introduction of the middle school concept and by the newly revised and renormed SRA test.

Other information, available from the ADE (1985), provides SRA scores in the subject areas of language for grades 2-11 and science for grades 4-11. In both of these areas, CCS students generally score several percentiles higher than the national norm. For example, in science the 7th grade CCS students were the lowest at the 68th percentile while the 5th graders were the highest at the 90th percentile.

More information about the CCS program can be obtained from: CCS, Alaska Department of Education, Pouch GA, Juneau, Alaska, 99811. Personal communication with Bob Falle indicates that he is interested in disseminating information about the successes of CCS students.

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ANNOUNCEMENTS

Participation in the Home School Researcher (HSR). The HSR welcomes you to submit articles relevant to its purposes (see below). Generally, they should be typed, double-spaced, and 2-4 pages in length. For Volume 2 Number 3, please submit by the end of this August.

Call for Research Results. If you have any results or are within three months of being able to report on them, please contact the HSR about it. It is difficult for this editor to keep track of the progress of all of the researchers, but it is clear that some of you are close to reporting time.

Annotated Bibliography. The home centered learning annotated bibliography is growing. If you have any additions to it please send them to the HSR. It is a tremendous source of information to anyone interested in studying home education. The cost is $5.00 for 1986.

HOME SCHOOL RESEARCHER 1986. This is a quarterly publication dedicated to the dispersal of information relevant to the research of home centered learning. It is a publication which depends to a large extent on the participation of its subscribers. The subscription rate for 1986 is $7.00. Unless otherwise specified by the participant/subscriber, a subscription payment during 1986 covers the four 1986 issues.

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*** HOME SCHOOL RESEARCHER ***

Volume 2 Number 3
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THE HOME SCHOOLING MOVEMENT: AN EMERGING CONFLICT IN AMERICAN EDUCATION
(an abstract)

by Michael Steven Shepherd

Purpose of the Study. This paper is a narrative of various activities in the American home schooling movement focusing on the period from the 1970s to the present. It demonstrates how both alternative school advocates and "religious right" groups participate in the movement. It relates how cultural trends, court actions, laws, and popular spokesmen have made home instruction a visible national phenomenon.

Procedure. Court decisions in the regional reporter system, especially those listed in the National Organization on Legal Problems in Education's *Cases on Home Instruction* were consulted. Recent state laws regulating home education were noted. Books and periodicals on the subject were found and analyzed. Interviews with both school officials and parents who teach their children at home were conducted.

Findings. Home instruction has come into conflict with school attendance laws ever since those laws began to be seriously enforced in the 1890s. Home schooling became a discernible movement in the 1970s and eighties as an alternative to the perceived social and academic problems of conventional schooling. Alternative schools and non-accredited fundamentalist schools paved the way for home instruction in the 1960s and seventies. John Holt and Raymond Moore successfully advocated home study during the seventies and eighties. Most available sources are sympathetic to home study although some court decisions deny the legitimacy of the practice. Texas is a current battleground for recognition of home schooling.

Conclusions. Growing interest in home instruction is forcing a redefinition of compulsory education requirements in the United States. Religious fundamentalists, in particular, make up much of the movement's current strength. Most states officially permit home education under certain conditions. Home schooling offers the prospect of ongoing litigation pitting the modern regulatory state against the individual choices of do-it-yourself parents.

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COMMENTS ON SHEPHERD'S HOME SCHOOLING MOVEMENT STUDY

by Brian Ray

Edmund Husserl's phenomenology suggests that a person should set himself apart from or objectively "bracket" a phenomenon in order to understand it before making a value judgment related to it. This appears to be the approach utilized by Michael Shepherd as he executed his investigation and wrote his dissertation entitled The home schooling movement: An emerging conflict in American education (1986). Shepherd wrote, "By setting aside for the moment the question 'Which side is right?' and instead describing what has actually happened, I firmly believe a richer understanding can be gained that will be sorely needed if the controversies the home schooling movement has raised are to be fairly and effectively resolved" (p. 219).

Shepherd carefully worked his way through several topics regarding the home schooling movement: (1) the dilemma today, (2) how/why the movement came about, (3) religious liberty, (4) home schooling in Texas, (5) dimensions of the controversy in the 70s and 80s, (6) home schooling's future, and (7) whether home schooling is an acceptable alternative to conventional schooling. To begin, he discussed the dilemma today.

In the wake of strong criticisms of the quality of American education, some "...have now begun to experiment with an age-old practice: home schooling" (p. 2). In his first chapter, Shepherd made a point basic to his entire treatise: Home schoolers "...are forcing a redefinition of compulsory education in America" (p. 2). The researcher raised the practical issues of legislation, socialization, questioning professional educators and the significance of teacher certification, loss of funds by school districts, and the question of who should control a child's education. He then surveyed compulsory education laws from 1852 to 1919 and the laws and home education from 1893 to 1970. Renewed interest in this form of education has rekindled the debate over the rights of the individual/family versus the rights of the state in education, Shepherd observed.

In Chapter 2, the author engaged in theorizing about why and how home education has recently experienced a resurgence. "The social activism of the sixties as well as the social tensions of the seventies and eighties help explain the attraction of parents to home education," Shepherd began (p. 25). He surveyed the civil rights protest concerning Black Americans, public school busing, feminism and the ERA, the "sexual revolution" and its permissiveness, Vietnam, the narcissism of the 70s, Watergate, economic recession in the 70s, and finally a fundamental political shift in the 80s with the election of Republican Ronald Reagan and an active "religious right." During the 60s and 70s, Shepherd observed, social changes were effected and "The schools were viewed by policy makers as agents for social change" (p. 33). Many were not satisfied with conventional schools during this era and "free schools," "community schools," and "alternative schools" were begun. The New Left spoke of conventional schools and compulsory education as forms of indoctrination and social control. They desired more individual freedom and many desired to "deschool society," as Ivan Illich called it, in order to disintegrate the class structure of society. The New Left, Shepherd explained, delved deeply into experimenting with alternative schools. Many of them were and still are successful today.

The alternative school movement, Shepherd claimed, significantly contributed to the emeregence of home schooling. Alternative schools often used noncertified personnel and created options outside of the main stream of education. They tested the notion that the best education for all occurs within the walls of a 25-student, one- (certified) teacher room. And alternative schooling developed leaders who eventually embraced and advocated home schooling as a valid learning option. "It was natural for alternative schools to accommodate home schooling as one more alternative approach to education" (p. 47). However, most of this "alternative schooling" involved secular educational experimenters and innovators. Other parents have adopted the same educational option for distinctly different reasons, Shepherd pointed out. These reasons are often religious.

Next, the researcher considered those home schoolers in search of religious liberty. While many alternative school people and secular home schoolers seek greater freedom for students, "...many of the overtly religious parents who instruct their own children do not relish the child's freedom to explore ideas on his own. Rather, they are more interested in indoctrinating their sons and daughters in truths already known, namely the truths of the Bible..." (p. 59). Shepherd went on to contrast different types of home schoolers. Whereas many during the 60s and 70s sought desegregation of the schools, some religious home schoolers are accused of racism. Whereas some encourage the feminist ideology, many home schoolers "...reject the type of feminism which encourages married women with children to work outside the home..." and believe that having the mother as teacher "...dignifies the traditional female role of housewife by giving mother additional responsibility..." (p. 60). In addition, the religious want their children at home and away from the humanism of the public school, explained Shepherd.

Shepherd then allied Raymond and Dorothy Moore with the religious contingency of home schoolers and devoted considerable space to their teachings regarding early childhood education and home schooling. He also wrote of the benefits given to home schooling by the support of others, whether religious or not, such as John Holt, Gregg Harris, Bill Gothard, and James Dobson.

After reviewing court cases, nonaccredited private schools and their involvement with home schools, and other subjects, Shepherd concluded this section by saying, "Home schooling, then, has been one more form of religious separatism for members of various religious denominations" (p. 86).

Probably due to the fact that he did his study in Texas, Shepherd devoted an entire chapter to home schooling in that state. His main idea was that there was no specific legal provision for home instruction in that state and various local school districts and courts dealt with it in various ways.

The dimensions of the controversy from 1970 to 1984 included, the author explained, criticism of public schools, alienation of parents from those schools, desire for time to explore by children, individualization in instruction, teacher certification, enforcement of compulsory education laws, physical and emotional safety of children, socialization, the difficulties of home education met by parents, education as religious war, and the constitutionality of home schooling, which encompasses the dialectic of individual versus public rights. Shepherd concluded his thoughts on the controversy with the following statement: "Since academic and social success for students is more important than the means of education, it might be wise as well as less expensive for states to allow parents whose children are progressing well at home to pursue this private alternative of home schooling" (p. 131).

Concerning the future of home schooling, Shepherd included the predictions of Alvin Toffler, author of Future Schock, and John Naisbitt, author of Megatrends. Home schooling is a part of the trend toward decentralization, high-tech/high-touch, and do-it-yourselfing. The researcher predicted that home schooling will continue on for several years, but it will be limited by the increasing number of divorces and one-parent families and the number of families in which both parents are employed outside of the home. Further, he reasoned that conflicts over home education will "drag on" for several years. Shepherd suggested that perhaps the most reasonable and constitutionally defensible means for states to ensure their interests would be to legislate the use of standardized tests to monitor and control home schoolers.

Finally, Shepherd considered whether home education is an acceptable form of learning for youth. He stated that professional educators, judges, and legislators may oppose it, but they are not likely to be able to stop home schooling. The author suggested that what is perhaps needed is a dedication to good education, wherever it might occur. In conclusion, "...home education could become not only a laboratory for the comparative study of educational methods but also an occasion for examining the way conflicts are resolved in a democratic society" (p. 169).

Michael Shepherd has brought many aspects of the educational issues involved in home schooling into focus. He did his homework well and utilized a large number of primary sources to write this historical/analytical treatise. His emphasis on terms such as individuality, indoctrination, and choice, as related to home schooling, assisted him in maintaining a fairly balanced approach to the issue. Although his historical consideration of the phenomenon did not resolve an issue, it provides valuable information to those who are attempting to do so.

Notes: Michael Shepherd presented himself and his home centered learning interests in Vol. 1 No. 3 (September 1985) of Home School Researcher. A copy of Shepherd's dissertation may be obtained from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Or, looseleaf copies are available for $20.00 from Michael Shepherd, Ed.D., 728 S. Winnetka Avenue, Dallas, Texas 75208, ph. 214/941-6048.

On "Adults' cognitive demands at home and at nursery school" by Tizard, Hughes, Pinkerton, and Carmichael

by Brian Ray

Tizard, Hughes, Pinkerton, and Carmichael (1982) were interested in four-year-olds as they compared adults' cognitive demands on girls at home and at nursery school. The two treatments for each girl were being at nursery school with a teacher(s) in the morning and at home with her mother in the afternoon. The independent variable was the number of cognitive demands, per each of four categories, made on the child by either the teacher or the mother. Intercoder reliability on different aspects ranged from 84% to 91%, and the content validity of the codes was explained by the authors. The static-group comparison design (Campbell & Stanley, 1963) was used.

Fifteen middle-class and 15 working-class girls were selected for the study, and all parents of the selected children agreed to participate in the study. It was reported that the working-class children were probably typical of the majority of those who attended half-day nursery school (while no such comment was made about the middle-class subjects). The statistical design was apparently a two-by-two, two-way ANOVA, comparing home to school and middle- to working-class. The authors did not explain whether they transformed the nominal data to an intervaltype form. If they did not, ANOVA was inappropriate. If they did, each child was observed in 100 "turns of talk" so an effect size of .40 could have been assigned (E. W. Courtney, personal communication, July 16, 1986). With alpha at .05 and beta at .20, the minimum sample size should have been 26 subjects per cell (Cohen, 1969); the researchers had 15.

Tizard, Hughes, Pinkerton, and Carmichael (1982) found, at statistically significant levels, that:

1. Cognitive demands were used more frequently by mothers of both social class groups than by teachers.
2. More often cognitive demands were not answered by children at school than at home.
3. There were fewer questions asked by children at school.
4. There was no social class difference in the hourly rate, percent, or range of cognitive demands addressed to children at home or at school.

The weaknesses of the study include the internal and external threats to validity (selection, mortality, interaction of selection and maturation, etc., and interaction of selection and the treatment) for the static-group comparison design (Campbell & Stanley, 1963), the small sample size, and the ambiguity of how the statistical analysis was executed. The researchers reported that they were careful to get homogeneous groups of girls for their study. Keeping in mind the design weaknesses, the researchers' findings are still fairly believable, because the data are so definite in the direction of the conclusions that they made.

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ANNOUNCEMENTS

Home School Researcher Directory. It is planned that a listing of all Home School Researcher (HSR) participants/subscribers will appear in Volume 2 Number 4 (December 1986). Please notify HSR by November 28 if you do not want yourself listed.

Participation in Home School Researcher. The HSR welcomes you to submit articles relevant to its purposes (see following information). Generally, they should be typed, double-spaced, and two to four pages in length. For Volume 2 Number 4, please submit by the end of November 1986.

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A Comparison of Home Schooling and Conventional Schooling: With a Focus on Learner Outcomes (July 1986). A 57-page paper, presented by Brian D. Ray to the Science, Math, and Computer Science Education Department at Oregon State University, carefully reviews the literature relevant to the title. It also includes sections entitled "characteristics of home schools," "possible explanations for observed home school outcomes," and "research potentials." A copy is available for $8.00 from the editor of HSR.

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*** HOME SCHOOL RESEARCHER ***

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PRESENTING: ALAN B. ROSE

Dr. Rose is an Australian citizen who has studied and participated in various other activities in the United States. He received his Ph.D. in Education Administration in 1985 from the University of South Carolina. His research dealt with home school families in South Carolina (see following section).

After receiving a four-year athletic scholarship to the University of South Carolina, Dr. Rose earned his B.A. and Interdisciplinary Master of Arts (I.M.A.) at the University of South Carolina. His experience as an educator is quite varied. He has taught high school, primary school, and preschool in the U.S., and high school and primary school students in Victoria. He has also lectured in physical education at the University of South Carolina and has taught stress management clinics in the U.S.

Several business ventures have been a part of his life. He owned and operated "Alan Rose's Health and Fitness Centre" which has over 600 members. He owned and operated "Rose's Recreational Ranch," a children's holiday ranch. In addition, he is the founder and principal of the "Triple R School Co-operative, Ltd."

Dr. Rose's interest in home schooling started ten years ago when he and his wife educated their two eldest children at home. They received much pressure from other parents and finally decided to start a private Christian school. Dr. and Mrs. Rose live in a small country town and consider their school an extension of the home. Their school enrolls 84 students.

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ON "A QUALITATIVE STUDY OF THE CHARACTERISTICS OF HOME SCHOOLING FAMILIES IN SOUTH CAROLINA AND THE PERCEPTIONS OF SCHOOL DISTRICT PERSONNEL TOWARD HOME SCHOOLING" BY ALAN BARRY ROSE

by Brian Ray

Purpose and Procedure

The purpose of Rose's research "... was to determine why parents/guardians have removed their child/children from either the public or private schools in order to instruct them at a place other than school (home instruction)" (p. 106) and to determine the attitudes and responses of affected school districts toward these home schoolers? To achieve his goal, Rose addressed seventeen questions to two sets of five home schooling families and eleven questions to two sets of school district superintendents (or their designees). The ten home schooling families resided in ten different school districts in South Carolina. A superintendent/designee was interviewed in each district where home schooling families resided.

The procedure consisted of the following "split-half sampling process" (p. 107): (a) An interview instrument of seventeen questions was constructed, (b) the instrument was administered to the parents of five home school families, (c) "Tentative postulates were developed at the conclusion of the first set of five interviews..." (p. 106), (d) a second set of five families was interviewed, and (e) the tentative postulates were rejected or strengthened. The same procedure just described applied to the interviews with the superintendents.

Findings

Based on interviews with home school parents, Rose reported the following findings:

> 1. Most fathers of home schoolers are secure in their jobs and established in their professions. 2. Most mothers are homemakers. 3. Many home schooling families have combined incomes in excess of $25,000 per annum. 4. Most parents of home schoolers state that they withdraw their children from the public or private schools because of religion, discipline in schools, and wrong values being taught. 5. Many home schooling fathers have aspirations for their children to obtain at least a college or graduate degree. 6. Many mothers would like to see their children obtain a college degree along with being healthy and happy. 7. Many parents experience procedural difficulty in obtaining permission to home school. 8. The main source of difficulty encountered by many parents is with the superintendent or his/her designee. 9. Most home schooling families are acutely aware of other home schoolers. It is not uncommon for families to verbalize an awareness of several hundred other home schooling families in South Carolina. 10. Most home schooling parents believe that there are many more unapproved homeschooling families

> than approved homeschooling families in South Carolina. 11. Most curriculum is of a religious nature with secular material added. 12. Tests and testing done by home schoolers are widely varied, to the point that it is not practical to use these tests as a basis of comparison to outside groups. 13. Testing often exists but follow-up is rare. Most students are ranked above the 50th percentile in tests administered. 14. Most home schooling parents have attended college with some having obtained a college degree. 15. Education received by most home schooling parents is received from the public schools. 16. About half of home schooled children have never attended a public or private school. 17. The home schooling movement is comprised mostly of white families. 18. Many home schooling parents have said that their children have been curious about what school would really be like, but are not unhappy away from school. (p. 107, 108)

Interviews with superintendents/designees resulted in the following findings:

> 1. Most superintendents or their designees believe that home schooling is a parental right. 2. Many superintendents or their designees maintain that children are better served in the public school than in a home schooling program. 3. With the growing numbers of home schoolers, each school district in South Carolina will probably have to process one or more home schooling applications in future school years. 4. Most superintendents or their designees generally agree that existing laws regarding home schooling standards or equivalence to the public or private schools are not clear and concise. 5. Most superintendents or their designees feel that home schoolers are an added burden to their workload. 6. The view that financial support should be given by the state to the school districts for the home schooling workload is accepted by most superintendents or their designees. 7. Few school superintendents or their designees are aware of others who may be home schooling in other districts in South Carolina and most are not aware of any non approved home schooling families. 8. Most school superintendents or their designees feel that home schoolers are not attending the public schools for religious reasons. 9. Most superintendents or their designees feel that home schoolers are not receiving education at a level similar to that of the public schools. 10. While home schooling parents experience difficulty in the approval process, most school districts eventually approve home schooling requests. (p. 109, 110).

The researcher also reported five findings that were not originally addressed in his main research question and interview questions. First, Rose found that many home school families in South Carolina had not applied to their school districts for permission to home school their children. Rose estimated that only 15% to 25% of home school families had received approval to home school. Second, he found that a statewide association (Carolina Home School Association) existed to provide "... to home schoolers, or potential home schoolers, information regarding legal concerns, curriculum, evaluation and other matters regarding home schooling" (p. 111). Third, there was a lack of information and feedback within and between government agencies regarding home schooling. Fourth, the underlying attitudes of some school districts and their officials appeared to be hostility toward home schooling and suspicion of anyone associated with the home school movement. Home school families and their associates were often treated in a degrading manner by public school officials. Fifth, there was an overall lack of evidence that avoidance of racial integration was a reason for home schooling.

Conclusions

Alan Rose concluded:

> At the time of this study, not enough is known about home schooling. Indepth research is needed to reveal facts and dispel myths about home schooling. Proper records and data need to be kept to show both the strengths and weaknesses of the home schoolers themselves. Education programs are needed, particularly at the university level, to better understand the home schooling phenomena [sic]. Education of the educators is needed to better understand of [sic] the home schooling movement. (p. 113)

Comments on the Study

Although Rose stated on page 106 that his research purpose was to determine why parents home school their children, the study actually provides more information about the characteristics of home school families and the perceptions of school district personnel toward home schooling (as the dissertation title implies). In fact, only two brief findings, of the 28 listed, directly address "why" parents home school their children. The study is helpful to further investigation of home education in that it provides more basic data concerning its participants. Rose has played a part in providing a clearer description of those involved in the growing home schooling movement.

The researcher stated that "... the following postulates were substantiated through the split-half sampling process used..." (p. 107) and then listed his findings. Actually, these are not "postulates" in the sense of something assumed without proof. They are descriptive statements based upon data collected in interviews. The term "postulate" might lead the reader to assume that some theory was developed by the researcher based upon a priori logical thought or extensive qualitative observations and research. This observation leads to the next point.

The title of the dissertation implies that a qualitative study was executed. The reader should recognize that "... qualitative methodology refers in the broadest sense to research that produces descriptive data: people's own written or spoken words and observable behavior" (Taylor & Bogdan, 1984, p. 5). Qualitative researchers immerse themselves in the environment of their subjects and take a phenomenological approach to understanding the subjects' perspectives of their world. Furthermore, qualitative research is inductive in that concepts and theory emerge and are developed from patterns in the descriptive data. Rose's research was not qualitative in the sense of that which was just described. The study actually represents an interview-survey type of research. Furthermore, the information collected by his interview instrument could be quantified.

Rose did go about his research in an interesting manner, however, by using one set of interviews to result in findings (or "postulates" as he termed them) and a second set of interviews to check the reliability and generalizability of the findings. This research method and its conclusions are much stronger, of course, than if simply one set of five families had been interviewed.

Finally, it should be pointed out that the findings based on interviews with home school parents are consistent with the findings of other studies done to date (Ray, 1986). Also, the findings based on interviews with superintendents or their designees appear consistent with the findings of other studies that have involved public school officials and their thoughts on home education.

Literature Cited

Ray, Brian D. (1986). A comparison of home schooling and conventional schooling: With a focus on learner outcomes. Manuscript submitted for publication.

Taylor, Steven J., & Bogdan, Robert. (1984). Introduction to qualitative research methods: The search for meanings, second edition. New York, NY: Wiley.

PRESENTING: JAYN ALLIE-CARSON

I am currently working on a master's degree in Family Relations and Child Development at Oklahoma State university. I am in the process of developing my research. Basically, I will be using a family systems framework to look at family cohesion, adaptability, and boundaries in home school families. I will be using a typology, Olson's Circumplex Model which will allow me to identify family system types.

Prior to moving to Oklahoma, I was the director of a program which functioned as a liaison between the juvenile court system and the public schools in two counties. the goal of the program was to prevent children's contact with the court for truancy and behavioral problems at school by identifying and providing services to the children and their families. We also developed programs to assist teachers and the courts and served as court advocates for children. I designed drug/alcohol programs for the public schools and developed communication skills courses for teachers. I served as the regional representative of a national family and youth legislative advocacy group and served on a local state advocacy group. I was one of the people selected by my state to receive training in developing state programs to deinstitutionalize status offenders and was invited by the National Institute of Mental Health to present a paper on advocacy to a conference on community mental health programs.

On a more personal level, I decided to teach my oldest son at home five years ago. I am now home schooling all three of my children, ages ten, eight, and four, and am actively involved in two state home school organizations.

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*** HOME SCHOOL RESEARCHER ***

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REPORT FROM THE 1986 HOMESCHOOL TESTING AND OTHER DESCRIPTIVE INFORMATION ABOUT WASHINGTON'S HOMESCHOOLERS: A SUMMARY

by Jon Wartes

Purpose

The purpose of this project was to provide (a) base line information about the achievement levels of Washington home schoolers and (b) descriptive information about those who choose this educational option.

Population and Sample

Washington home schoolers who are apparently in conformance with the home school law constituted the population. All test scores came from those home school students who utilized the testing service operated by Richard Wheeler during 1986. This constituted a 100% sampling of 426 students located throughout Western Washington. All descriptive information (everything except test scores) was obtained through a 112-item questionnaire that was distributed via 12 "local coordinators" (support group leaders, test service operators, and others) throughout the state. A total of 219 questionnaires were returned.

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Findings and Conclusions

Test Scores

As a group, these 426 home schoolers scored as well or better than their peers across the nation on virtually all of the six test scales measured by the Stanford Achievement Test series (Stanford Early School Achievement Test [SESAT] for grade K, 2nd edition; Stanford Achievement Test [SAT] for grades 1 to 8, 7th edition; and the Test of Academic Skills [TASK 2] for grades 9 to 12, 2nd edition) that were utilized in this research. Of the 28 cells created by the separate subtests of Total Reading, Total Language, Total Listening, and Total Math, 27 were above the 50%ile on national norms (with the exception at the 49%ile), and 11 were above the 70%ile. Of the 12 cells created by the dependent scales of Basic Battery Total and Complete Battery Total, all were above the 50%ile and six were above the 70%ile.

Reasons for Home Schooling

While reasons relating to religion or philosophy were the dominant choice for why people home school, they were barely so. Following closely were, in order, the avoidance of peer pressure, greater parent-child contact, and the enabling of better self-concept. Additional reasons near the top of the list included avoidance of competition, a more personalized learning experience, and to accomplish more academically. It is interesting to note that 5 of the above 7 reasons deal more with the social/emotional/relational domain than with religious or academic criteria.

Descriptive Information: The Family

The typical Washington home school family was a two-parent family (93%), that earned a little more than $25,000 per year, where the mother was the primary teacher (89%), and where the parents were somewhat above average in their level of education (26% had a bachelor's degree and only 5% had less than a high school diploma (compared with 19% and 22% respectively for the Washington adult population as a whole) (Census 1980). Few families (18%) were utilizing the services of a certified teacher more than one hour per month, but 47% of the families had completed a course in home based education (although the sampling method may have caused such families to be over-represented). A majority (62%) of the parents were attending home school support group meetings or activities at least once every two months and 85% were utilizing community resources (e.g. library, recreation department, athletic league, church, etc.) at least twice per month.

Descriptive Information: The Student

The typical home school student was White (96%), aged 8 to 11 (57%), and had been home schooled 1 to 3 years (87%). The student spent a median of 11 to 15 hours per week involved in "formal schooling." The home education program tended to be somewhat toward the more structured side of a very unstructured to very structured continuum.

Descriptive Information: Planning Ahead

A very high number (91%) of the parents indicated a definite or probable intent to continue home schooling into the 1986-1987 school year. When asked how long they plan to home school, 37% of the parents indicated through high school. However, an even larger number (46%), said they could not make a reasonable estimate at this time. It is logical that parents who did not plan to continue home schooling would be less likely to return a questionnaire and, therefore, are not represented in this sampling. It is difficult, therefore, to document the question of how long parents will choose to home school.

Information Relating to Private Schools

Only 22% of respondents rated the inability to afford a private school as a moderate to very significant reason for choosing to home school. Home schooling appears to be the option of personal choice for the overwhelming majority irrespective of economics. Of home school students who were previously in some kind of conventional schooling, 31% had been in private schools. When one considers that only 8+% of Washington school age students are enrolled in private schools, it would appear that formerly private schooled children are proportionally over-represented among home schoolers compared to formerly public schooled students. There was no difference between the parents of previous private school students and previous public school students on the question of finances being a factor in choosing to home school. Thus the reason for the over-representation of formerly private schooled students does not appear to be related to economics.

Information Relating to Public School Cooperation

These data support the view that many home schoolers are interested in some kind of support services from their local public school district. 34% indicated an interest in part-time enrollment in current school programs or participation in a part-time program created especially for home schoolers. 59% gave favorable responses to educational support services on a mutually agreeable basis between home school parents and the district. An additional 29% were undecided on this point.

Are Home Schooled Children Being Socially Isolated?

Based upon these data, the answer is no. Respondents indicated a median of 20 to 29 hours per month for (a) participation in organized community activities, (b) contact with age peers, and (c) contact with non-age peers outside the immediate family. Parents rated 94% or more of their children as average or above in skills such as (a) ability to constructively interact with peers, (b) ability to constructively interact with adults, (c) display leadership ability, and (d) to show a sense of responsibility.

Acknowledgments

The writer would like to acknowledge the help of Richard Wheeler and Henry Reed who served as consultants and of 19 other home school parents and public school educators who assisted in the project.

COMMENTS ON 1986 REPORT FROM WASHINGTON HOMESCHOOL TESTING AND DESCRIPTIVE INFORMATION BY JON WARTES

by Brian D. Ray

Jon Wartes has presented another piece of well-executed and reported research. The methodology is clearly explained in the report and he carefully presented considerations of sampling error in a special section entitled "For other researchers - some information about sampling error in homeschool research" (p. 19-22).

Wartes reported that the home schoolers scored as well or better than their national peers on the Stanford Achievement Test series. Then, he quickly added that "This data should not be used to make homeschool - conventional school comparisons" (p. 13) and gave four explanatory reasons for not doing so. One reason was that Washington State norms (which were somewhat above average) should be used for comparative purposes. Unfortunately, he did not report the state's norms. Another reason he gave for not using the data to make home school-conventional school comparisons is that it is difficult to determine whether the higher scores are a result of the educational delivery system (home schooling) or some other variable such as parental support. I would mention that it would be very difficult to separate out these two variables in educational research. In addition, many consider extensive parental support to be an integral facet of the home education "treatment." The distinction may be worth considering in future research.

Wartes has provided an appropriate presentation of the data, along with a thoughtful analysis of the project's findings. The research was appropriately executed by a group of people who are apparently dedicated to gathering and presenting factual and valid information about home schooling in the State of Washington.

PRESENTING: BEVERLY SCHEMMER

Editor's Note: Beverly Schemmer completed her Ed.D. dissertation, Case studies of four families engaged in home education, at Ball State University, Muncie, Indiana in July of 1985. She is now principal at the North Side Elementary School, Union City, Indiana. Her address is R.R. 4, Box 95, Union City, IN 47390.

I have been married for twenty-four years and have three children. While my children all attended public schools, I taught them all to read before entering public school and took an active part in their education during their school years. One child has graduated from college, another is presently attending college, and the youngest is a sophomore in a public high school.

I have always been interested in the home environment and the kinds of things parents can do to help their children develop and grow. A number of years ago, I was asked to evaluate some materials a home educating family was using. I became very interested in the family and learned of other families also educating totally at home. When choosing a topic for my dissertation during doctoral studies, it seemed a natural topic for further research.

It is my desire to do a follow-up study of the same students from my study in the future. It would be of interest, and hopefully add new insight regarding home education.

All families need positive support to be successful in the rearing of children. As a public school administrator, I strive to involve parents in the school and serve as a resource for parenting. It is my desire to see parents and children become as successful as possible.

ON CASE STUDIES OF FOUR FAMILIES ENGAGED IN HOME EDUCATION BY BEVERLY SCHEMMER

by Brian D. Ray

Purpose

"The purpose of this study was to give a description of the curricula and methods used in the home school of home educators and evaluate by means of case studies the effects of home education upon those included in the study" (p. 1). Within this framework, Schemmer planned to examine the "dependent variables" of (a) academic achievement levels, (b) gain in academic achievement in one year, (c) curricula and methods used, (d) attitudes and values that motivated parents to home educate their children, and (e) legal actions parents may face.

Review of Related Literature

Schemmer provided an historical account of information related to present day home education. About 34% of her literature review focused on compulsory education laws and court cases dealing with them. About 20% of the review considered the influence of Raymond Moore and John Holt on the re-emergence of home schooling in the U.S. 32% of the review dealt with research and interesting findings related to factors such as home environment, parental influence, and private schools. Only about 15% of the review dealt with home education research. However, this us understandable since not much existed when the dissertation was in development.

Population and Methodology

Schemmer selected four families for her case studies, representing five children. To her credit in terms of appropriate selection procedures for case studies, she pointed out that "Each family represented a different approach to home education efforts. It was believed that the choices involved added insight regarding various ways families perceive and approach home education for their children" (p. 49). The community of the families was rural/agricultural in nature. One student had attended the local public school, two had not attended the local public school but had attended the public school in another state, and two had never attended public school.

Each family was carefully described in terms of family structure, type of community, parents' occupations, ages of children, and so forth. The descriptions are clear and understandable.

Five instruments were used to gather data. The four developed by the researcher are included in appendices in the dissertation.

The Peabody Individual Achievement Test was used to answer the research questions dealing with achievement in the areas of mathematics, reading recognition, reading comprehension, spelling, and general information. Schemmer did not report on the reliability and validity of the instrument. The other four instruments were developed by the researcher.

The Home Education: Parents as Educators Scale consists of 20, Likert-type items, and was used to gather information relevant to curricula and methods used and what motivated parents to home educate their children. In an attempt to validate the scale, a pilot study was conducted. The scale was given to ten private school teachers and ten certified public school teachers; 13 were returned.

> The instrument... indicated its validity by the expression of the differences of values and attitudes as measured by the groups included in the study. The instrument was responsive to the answers of the two groups of teachers surveyed indicating the ability of the instrument to measure those values and attitudes for which it was intended. (p. 68)

The preceding was supported by a table presenting the responses in percentages. Using teachers in conventional schools was a curious way to validate the instrument. It seems to this reviewer that it would have been more appropriate to use public, private, and home school parents in the validation pilot study in order to receive feedback from a population more similar to those with whom the instrument would be used in the research.

The Parent Interview Schedule consists of 14 open-ended questions, and was used to gather information concerning curricula and methods, motivation for home education, and legal actions.

The Child Interview Schedule consists of 12 open-ended questions, and was used to gather information regarding curricula and methods, likes and dislikes about home education, and thoughts on amount of interaction with other children.

The Observation Guide for Home Education Instruction consists of several questions categorized under each of six major sections (i.e. planning, description of classroom environment, teaching methods, description of materials, use of materials, and evaluation procedures).

Schemmer described her study as "... an in-depth case study..." (p. 75). From one point of view, this is an accurate description in that she did gather relatively large quantities of data regarding the research questions. In addition, she did use triangulation in that she used four self-developed instruments, interviewed parents and children, and utilized a standardized achievement test. On the other hand, it apparently was not "in-depth" in the sense of a participant observation study or an ethnographic study in which hundreds of hours of observation over many months to years are involved. This comment is meant only to clarify the research procedure that was used.

Findings and Conclusions

Schemmer provided detailed descriptions of each of the four families in terms of the research questions addressed. Before summarizing her findings, the researcher astutely stated some limitations; of which four are hereafter stated. First, the results were limited to the four families in a rural midwestern community. Second, "... all families were deeply religious" (p. 185). Third, "One student had previously been diagnosed as having learning disabilities by the public school" (p. 185). Fourth, the study may have been limited by "... the skill and ability of the researcher in interacting individually with each family and in accurately gathering and recording the data from each family" (p. 185-186).

Following are the findings/conclusions relevant to the five research questions. First, "... it is concluded that of the home educated students included in the study, only 40% were able to achieve at or above the grade level expectancy for students of their chronological age in the public school" (p. 188). Second, only three of the five students had been previously tested and were included in the analysis about achievement gain. It was reported that the question about gain per year remained largely unanswered, due to erratic patterns by the three students in the several areas measured by the test.

Third, curricula and methods were addressed. "There was great variety in the amounts and quality of the materials used by each family. Three of the families involved followed curricula provided through commercial publishers. One family did not. However, it can be stated that all families did provide materials for the students" (p. 191-192). Schedules and plans varied from "fairly rigid" to "essentially unstructured" (p. 192). All of the mothers were primarily responsible for the home education programs; while all of the fathers were supportive of the programs "... and in some instances helped with the instruction" (p. 192). All of the home educators had experienced education beyond high school; with individuals ranging from having some training in a Bible college to state certification in elementary teaching. "... the methods observed were those which appeared to come most naturally to each home educator in relating with her child" (p. 193); with styles ranging from being facilitators of the learning process using the discovery approach to "... more active roles in developing inquiry through the questions asked and leading the students toward a particular goal" (p.193).

Fourth,

> Those attitudes and values which appeared to be most meaningful regarding their reasons for home educating were

> related to the areas of socialization and value training desires of the parents. ... there was 75-100% agreement among the parents on all statements concerning socialization. Responses showed also that there was 75-100% agreement among parents on all except one statement having to do with value training.....
>
> Those attitudes and values which appeared to be least considered by the home educators had to do with the areas of academic achievement and attitudes of the parents toward the public school. There was less agreement among the parents on those statements... (p. 196)

Fifth, one family had legal actions brought against it. A criminal summons, related to compulsory education laws, was delivered to the family. However, legal actions were dropped before the trial date. "Two other families in the study were investigated by the welfare department and the probation office as a result of home education" (p. 197).

Schemmer also offered some general observations about the four families. Several of them were a part of the report of findings and were mentioned previously in this article. Others among them were the following:

1. All families had at least four children.
2. None had televisions in their homes.
3. All showed great autonomy as a family unit.
4. "None of the parent educators appeared intimidated by perceived threats from public school officials" (p. 198).
5. "All the children in the study were readily able to communicate with the researcher and made her feel that they were glad to be a part of the study" (p. 198).
6. "All the children in the study were engaged in other groups outside the home which offered opportunities for social contacts with other children" (p. 198).
7. "All the home educators expressed the belief that achievement testing alone may not measure all that is of value in the education of children" (p. 199).
8. "The parents in the study disapproved of the academic and social competition in the public school and expressed that it was detrimental to the child" (p. 199).
9. "All the families in the study appeared to be genuinely interested in their children and were trying to provide educational experiences for them to the best of their abilities. The abilities of the parents in being able to provide for their children's educational growth remains unknown" (p. 199, 200).

Closing Comments

Schemmer has provided a careful description of four home schooling families. She was careful to caution the reader that her findings apply to these four families in their community, and not necessarily to any others. The descriptions, via the achievement test and her self-developed observation and interview instruments, provide much insight into the everyday activities of home education. Schemmer did not provide any particular grounded theory pertaining to home education, as one might expect from a case study and somewhat qualitative study. However, she has presented a factual, balanced, and quite objective summary of the home education lives of these four families.

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Ted Wade, Gazelle Publications, 5580 Stanley Drive, Auburn, CA 95603

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*** HOME SCHOOL RESEARCHER ***

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REVIEW OF SCHOOLING IN PRIVATE: A STUDY OF HOME EDUCATION BY JANE VAN GALEN

by Brian D. Ray

Home educators, conventional educators, and school officials are offered substantive information for contemplation in Jane Van Galen's 1986 Ph.D. dissertation Schooling in private: A study of home education. Van Galen employed the qualitative research techniques of participant observation, open ended interviewing, and document analysis to study her subjects. Her goal was to describe "the norms, values, beliefs and actions of the various actors and groups who are involved in the home-schooling issue" (p. 5, 6). Van Galen attended meetings, conducted interviews, and analyzed documents in North Carolina over a period of 18 months during 1984 and 1985. She engaged in participant observation at state, regional, and local meetings of home schoolers; she accompanied home schoolers as they met with representatives of other groups; she used audiotapes of meetings that she did not attend. Van Galen conducted open ended interviews with 23 parents from 16 home school families; she had interviews with ten state and local education officials and others involved with monitoring or regulating home schooling; she also interviewed representatives from several public education lobbying groups about their organizations' perception of home schooling. The collection and analysis of a variety of documents was also a part of her data collection; these included books, newsletters, press reports, and a lawyer's files related to home school cases.

The researcher was careful to explain various strengths and weaknesses of qualitative research, and emphasized that "this study is a description and analysis of the values, beliefs, and actions of a small group of parents who are home schooling under specific conditions, in a specific place, and at a particular time" (p. 44).

There are two major categories into which home schoolers fit, observed Van Galen. The first classification is the Ideologues. "Their goal in keeping their children at home is to teach their children an alternative ideology [strong religious convictions, a conservative political and social perspective, and emphasis on the importance of the family] than that which they believe is being taught elsewhere" (p. 94). The second division is the Pedagogues. They are "more interested in creating an alternative pedagogy for their children to that available in the

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schools. Their criticism of the schools is not so much that the schools teach heresy, but that schools teach whatever they teach ineptly" (p. 95). Van Galen wisely pointed out that the two categories are "by no means discrete" (p. 95). Viz. there are home schoolers who emphasize both ideological and pedagogical reasons for home educating their children.

Whether a parent belongs to the Ideologue or Pedagogue category, Van Galen perceived that they are drawn to home schooling for any or all of four reasons:

1. It will build and strengthen the family.
2. It will protect their children from undesired influences.
3. "Their child has unique needs that cannot be met in a traditional classroom" (p. 128).
4. Available private or public schools are not acceptable.

Van Galen provided substantial qualitative data to support the existence of the four preceding reasons. All of these reasons indicate goals that home school parents have. However, Van Galen pointed out that there are impediments to reaching the goals which are built into the home school culture that should be critically evaluated by home schoolers and others.

Her chapter entitled "The Construction of Learning" may be of most interest to home school parents and those interested in improving the state of home education. In it Van Galen discussed various processes home school parents go through: (a) starting out and its unknowns, (b) learning about learning (materials, children, schooling, and principles of learning), and (c) structuring learning. She used examples of these processes experienced by home school parents to conclude that, ironically,

> ... the parents who are most suspicious of the schools [Ideologues] are more likely than others to employ methods and materials that most closely resemble those employed by traditional school, and those parents who argue most strongly that they alone should have authority over their children's learning are among the least actively involved in teaching their children. Under the guise of parental rights and responsibilities, these parents have substituted the school's overt control over their children's education for the more subtle control of the publishers of commercial curriculum.
>
> The Pedagogues, on the other hand, have broken most completely with models of traditional schooling, and in doing so, have also assumed more authority over their children's learning than parents who are more dependent on commercial materials. Being more aware of children's developmental needs and being more willing to utilize the resources available to them, they are able to structure activities and experiences that are more genuinely appropriate for their individual children. (p. 249)

Van Galen began her final chapter by generally portraying the Ideologues in a negative sense. Viz. these parents fear "losses" to humanism and to a new social order (i.e. the New Age). These parents are limited to narrow definitions of teaching because they have neither the knowledge nor skill to be broader, Van Galen proposed. Contrariwise, she depicted the Pedagogues as representing "themes of strength." "Their reasons for home schooling are more firmly grounded in what they hope to gain rather than in what they fear losing" (p. 255). Van Galen explained that the Pedagogues are more concerned with teaching and learning, read more broadly about teaching and learning, take a more active role in their children's education, and believe their home is the best place to learn for their unique children.

Hopefully Van Galen has been successful in procuring an accurate description and in offering honest observations about her population of home school families. It may be that she has struck and will strike some sensitive cords amongst home school parents and professional educators. Perhaps her study will stimulate home school parents to ask a series of questions, and respond with serious and logical answers: What can I learn from Van Galen's observations and insights? Why do I teach my children at home? Why do I teach the way that I do? Is there a better way to teach my children? Can I learn from others? If I can learn from others, how might I increase my opportunities to do so?

In a final section, Van Galen discussed implications for policy making. She pointed out that simply because parents may know their children better than anyone else does not necessarily insure that they are aware of all the opportunities available to help them be the best possible teachers of their children. Therefore, "Leaders of the movement and the parents themselves may want to consider modes of organization that would encourage home schoolers to share practical ideas, assist new parents, and develop methods that take advantage of the flexibility offered by home schooling without infringing on the privacy of the parents or centralizing organization" (p. 259, 260). Regarding misunderstandings that home schoolers have of public school people and vice versa, Van Galen suggested that people should gain adequate and appropriate information before making blanket condemnations. Thirdly, the researcher addressed the concept of evaluating home schooling. To put it succinctly, "Evaluating whether home education is good or bad requires that one first ask whether it is good of [sic] bad for what, and conflicts arise between home and traditional educators over precisely these questions of purpose" (p. 262). Within the context of evaluating home schooling, Van Galen considered arguments about conventional schools as agents for the transmission of culture, for socializing students, and for offering to students more than can parents alone. From here she went on to discuss the role of the common school and the dissatisfaction with it by the public as the school tried to assume responsibility for more numerous and more complex functions; accompanying this was a general decline in the sense of common purpose for common schools. Rather than home schoolers being confused and lacking understanding of what they are doing, Van Galen proposed

that the metaphysical certainty that is provided by the

> parents' belief systems minimizes the disorientation they experience in society. They know that their values and beliefs are shared by few others, but they attribute these differences to other's confusion and uncertainty rather than to any deficiency in their own belief systems. (p. 269)

Van Galen has been creative and thoughtful in her discussion of home schooling in North Carolina. She has brought (to this author) a welcome respite from standardized test scores of home school students. Her discussion addresses the social and cultural issues, and the form and substance of home education in North Carolina. Perhaps Van Galen's findings and thoughts will stimulate researchers, home school parents, educators, and sociologists alike to do some new cogitation regarding this still little studied form of education.

PRESENTING: SAM B. PEAVEY

I was born and reared in Iowa. After high school in Des Moines, I worked on a railroad maintenance crew (section gang) until I accumulated sufficient funds for college. I received my initial professional preparation at the University of Iowa. After only two years as a high school teacher and athletic coach, I enlisted for military service in World War II. Upon my discharge, I entered the Harvard University Graduate School of Education for further study in social science education. I then returned to the midwest to teach and coach in high school and junior college in Iowa and Nebraska prior to returning for my doctoral study at Teachers College, Columbia University.

My major educational field was in school curriculum and instruction with special preparation in the education and supervision of teachers. My work has kept me closely involved with the certification programs for teachers and the evaluation of schools and colleges for accreditation.

During the later years at the University of Louisville prior to retirement, I assumed the role of Private Education Liaison between our School of Education and the growing number of private and church related schools within our service area. During that period I also served as the state representative for the Council for American Private Education. Some enlightening experiences came to me as I was invited to testify as an expert witness in behalf of church schools facing legal action from my colleagues in the education establishment. Those activities and interests led to contacts with individuals and groups associated with home schooling. As a professional educator, my instincts told me that the concept of home schooling would certainly flounder, but my closer observation and acquaintance with it assured me that it was doing well. I was intrigued. I decided it needed looking into. That's where I am today.

THE FRONTIER OF EDUCATIONAL FREEDOM: HOME SCHOOLING

by Sam B. Peavey
Professor Emeritus of Education
University of Louisville

Home schooling may someday be regarded as one of the most significant and unique educational developments of the century. An insightful observer today might wonder whether those presently engaged in the movement recognize fully the meaning of what they are saying and doing. It is no small thing to challenge head on the entrenched power and vested interests of the institutionalized education establishment. Such an action demands qualities of courage and commitment that are, to say the least, historic.

Home education is, of course, an integral aspect of the larger current movement toward nonpublic educational alternatives. However, there seems to be good reason to view the home school as having an identity and integrity of its own. It is a phenomenon worthy of study and understanding as the most private form of private education. Overall, the move toward home schooling does not reflect one single cause or concern. The history of education can be expected to portray the emerging home school as the natural and ultimate outcome of an array of forces converging in a fateful era. It would be well for both the proponents and opponents of home education to view it in its broader perspective.

The writer has enjoyed a long career as an active member of the public education establishment that has traditionally viewed demands for freedom of choice in education as a direct threat to its power and prerogatives. However, my more recent acquaintance with he people and programs in private and church related education have greatly broadened my perspective and understanding regarding the mounting crusade for both religious and educational freedom. The reliance on home schooling in early America was largely a matter of custom. Today the revival of the home school is an expression of deeply rooted concerns and convictions and of a growing demand for free choice among educational alternatives. The following will touch briefly on some of the factors that have stimulated the growth of home schooling and which will have a bearing on its future.

Family Values in Decay

Historians caution us that no civilization in recorded history has ever survived the state of degeneracy in home and family life now seen in this nation. The open, amoral expressions of "life styles" in sexuality, marriage commitments, and family relationships have undermined the stability and security once associated with the home. Sex education commonly leaves tots and teens wandering in a value vacuum. Compassion is certainly in order for those families who choose to affirm and preserve more traditional values within the family setting of the home school.

Teacher Certification Under Fire

A half century of research has failed to find any significant relationship between teacher certification and pupil achievement. The writer grieves to admit that, after a long career preparing teachers for certification. The one valid measure of teacher effectiveness is pupil achievement. Home schoolers have little difficulty in equaling or surpassing the pupil achievement of state certified teachers. Few states still persist in forcing their certificates on teachers in private schools. Ironically, the National Education Association (NEA) demands certification for all teachers, public and private, but vehemently opposes the evaluation of teachers based on pupil achievement.

School Accreditation Simply Accredits

Standards for school accreditation appear to have as little relevance to pupil achievement as does teacher certification. Most states have recognized that their least effective schools are fully accredited. They now have mandated testing programs to insure that pupils are achieving at minimum levels. The superior achievement in most nonpublic, nonaccredited schools reenforces research findings that the most common characteristics of effective schools are factors that would be expected by any conscientious school patron. They are (a) strong leadership, (b) a safe, orderly environment, (c) an emphasis on basic skills, (d) high expectations, and (e) continuous evaluation of progress. Dedicated home schoolers should have little difficulty in applying those basic principles within the home setting.

Abundant Instructional Resources

Home schoolers certainly face no shortage of excellent teaching-learning materials for every area and level of home education. The professional quality of scope and sequence of most programs is impressive. Much thought has gone into making the materials attractive in format and sound in content. Teachers' manuals and instructional guides contribute to the competence and confidence of the home school teacher. Programmed packets and units employ sound professional principles of individualization, pacing, feedback, self-testing, and continuous evaluation. Parents with limited teaching experience will be wise to secure and follow these professionally designed materials rather than using a single traditional textbook. Sources of added enrichment are commonly available from community educational, recreational, cultural, and religious resources. Educational television, recordings, videotapes, radio programs, computers, and home crafts are simply examples of unlimited resources for a well rounded home study curriculum. Commercial catalogs of excellent materials readily available to home schoolers are numerous. As a professional curriculum consultant, this writer is convinced that the consistent success of home schooling, as well as the promise for its future, is closely related to the availability and use of good materials.

Teaching Profession Losing Credibility

Despite a long career associated with some of the finest teachers who ever entered a classroom, the writer in all candor feels that school teachers as a whole no longer enjoy the unquestioned public esteem they once did. One might argue that they are the unsung casualties of troubled times in a troubled society. The fact remains that they have allowed themselves to become associated with a militant labor union dedicated to a left, liberal political agenda that has been rejected by the great majority of the patrons they serve. While individual teachers are often held in respect, the image of the NEA in the eyes of many is that of a self-seeking political action group with little interest in the mundane affairs of public education. As a life member of NEA, I find no pleasure in that observation.

Humanism: An Educational Fact of Life

A growing number of public school patrons now identify secular humanism as the established non-theistic religion of the government school. As such, it is seen as denying or ignoring the historic, spiritual roots of our nation's heritage. Thus interpreted, we find most public schools now forbidding any and all open expressions of reverence for God on school premises. That image of the school has inspired an exodus toward church and home schooling by concerned parents determined to reunite humanity and divinity in the life and learning of their children. The situation offers the ultimate irony and tragedy in America's cultural history.

Parents' Rights and the State's Interests

The past half century of educational history has witnessed continuing tension and litigation between the parents' legal rights and the "compelling state interest" pertaining to the education of children. State and federal courts have significantly reduced the scope within which government authority may assume and exercise its compelling interest in overriding parental prerogatives. Most states have recognized and respected the trend toward educational freedom since the 1925 decree of the U.S. Supreme Court said, "The child is not the mere creature of the state" to its 1972 pronouncement that, "This primary role of the parents in the upbringing of their children is now established beyond debate as an enduring American tradition." Few states persist in assuming a compelling interest in prohibitively regulating nonpublic teacher credentials, curriculum development, or textbook content. About three-quarters of the fifty states now permit home education while an increasingly large number of states have placed home education in a nonregulated status. Alaska has its own state program of home education for children in remote areas. An informative and supportive resource on the legal status of home schooling is Home

Education and Constitutional Liberties by John W. Whitehead and Wendell R. Bird, a 1986 publication of The Rutherford Institute.

The Precious Liberty of Free Choice

The monopolistic instincts of the compulsory government school were generated as the means to achieve the goal of universal education. Unfortunately, for over a century we have seen the preservation of the means taking precedence over the achievement of the end. The professional education establishment, in league with a central government bureaucracy, has maintained a structure of regulations to protect their mutual political power and control. Their standard prescription for the ills of the public school is more public funds and favors. A predictable and forceful reaction against that entrenched monopoly is now coming from the advocates of a free market in education. Our nation lags far behind the freedom cf choice among educational alternatives granted to families in other democracies of the world. Home education, in my judgment, offers an ultimate arena for confronting some basic issues of freedom. Freedom of education is fundamental to freedom of thought, freedom of expression, and freedom of religion. We have ignored the truth too long.

REVIEW OF AN OVERVIEW OF HOME INSTRUCTION
BY PATRICIA M. LINES
(Phi Delta Kappan, 68(7), 510-517, 1987)

by J. Gary Knowles
Department of Educational Studies
University of Utah

By its very definition, an overview purports to provide a general survey of the topic in hand. As such, Patricia Lines provides a very credible and seemingly objective view of the home schooling movement. Because of the nature of an overview there is an inherent problem in my providing a review and critique. It's almost like asking a student to write a summary of a summary... of a summary. I will therefore direct my attention to a number of assertions made by the author, particulary where I (or others) have had a different experience, to that which seems to "ring true," or to that which for me seems particularly important and worth commenting upon.

The major (if not only) weakness and criticism of Lines' article is the lack of opportunity the reader has to verify the assertions made by her or to further investigate some interesting and intriguing aspect of the home school world. It is this orientation to reporting and writing that has put home school advocates at a disadvantage over the years, for it enables the reader to easily put aside claims made by writers as simply being an emotive personal opinion. It seems to me that an "overview" should serve a function similar to that of a literature review in a research proposal: establishment of knowledge bases through supporting and verifiable evidence. Unfortunately, Lines, in writing for a journal such as Phi Delta Kappan (with a large professional teacher, academic, and administrative readership), has not provided adequate means of verification for these often influential readers; these are readers who could perhaps make a difference in the realm of home instruction. Despite my criticism, however, Lines' assertions generally do seem valid.

It is true that there are many and varied reasons for parents undertaking home schooling. The common denominator for withdrawal of children from school is that there have come into being **contentions** about public schools; and the ultimate result of such **contentions** is home schooling. Like Lines, John Naisbitt in Megatrends (1982) also noted the "self-help," "do-it-yourself" attitude of some home school parents, and claimed ;that this phenomenon of independence would be more acceptable and prevalent as the 1980s progressed. But self-help does not completely explain the actions of home schooling families; yes, they are often fiercely independent, they are concerned about morality in schools, about academic standards, and a host of other underlying issues. Such families believe (be it correct or not) that they can do a better job of educating their children. In some cases they do, while in others they probably do not. What Lines does not mention is that there is very meager understanding about the deep underlying reasons why parents school at home, and those efforts to uncover such information have been few and often poorly executed; that is the more reason to provide citations. For those interested in the growth of home schooling understandings, it is important to make available to both the interested public and researchers the most extensive knowledge base possible. Such a base can only grow when writers and researchers are willing to share viewpoints and sources of information.

Lines asserted that the largest growth of home schooling seems to be in the "devout Christian" community. While this may be correct, it is difficult to establish unless the growth of Christian oriented curriculum materials and home schooling "umbrella schools" are an indication. Accelerated Christian Education (which provides curricular materials) and Christian Liberty Academy, for example, have displayed considerable growth in recent years. But I'm not sure that such indicators can reliably pinpoint the growth segment. Evidence is at best only correlational. I would suggest that there may be distinctly different approaches to learning (be it schooling at home) evident in non-Christian families whom (it would seem) may not be as reliant upon prepared curricular materials. In other words, non-Christians (and in particular those with liberal and humanistic perspectives) may not be so interested in utilizing prepared curricular packages, and it may be that there is comparable growth in the less visible non-Christian home schools. Indeed, based on my personal observations and discussions with Utah parents, Christian home schools tend to display greater rigidity, structure, and replication of public school organization, and tend to use commercial curricular materials. Besides, I wonder whether this just mentioned approach destroys to some extent the real advantages that home schooling affords such as (a) parent-child involvement in the learning process, (b) freedom of activity, (c) flexibility of time and organization, (d) discovery and experiential learning opportunities for field trips and learning beyond the "classroom," and (g) individualization, for example.

It is significant that Lines has placed considerable emphasis on cooperation. Not only has she been an advocate of such efforts for considerable time, but her stance is to be commended. Some states are making considerable progress, as she mentioned, although sometimes largely a result of court directed incentives and penalties. Recently the Utah State Superintendent accepted invitations to speak at home schooling conventions in that state, showing that he has purposely gone about establishing links with the home school community. But such rapport did not simply occur; much groundwork by the leaders of the Utah Home Education Association established a degree of credibility so that a member is even serving on a state educational advisory committee. I believe it behooves the home school community to be more forthright about its actions, outgoing in the establishment of good public relations, and willing to confront the realities of home schooling. In this way the wonderful success stories can legitimately overcompensate for the horrendously pathetic efforts on the part of some parents. Schools (and teachers too) need to make the same sorts of admissions. An important goal that home school networking organizations ought to consider is active encouragement of home school parents in initiating community dialogue about issues and concerns relative to local school authorities so that creative cooperative arrangements can be established between schools and home school parents. Both sides need to actively seek and develop trust.

The confrontations between schools and home school parents, evidenced by litigation, could often have been alleviated if opportunities for non-threatening dialogue had been established between parties. Unfortunately, fear of the unknown motivates people to act in strange and defensive ways. Superintendents and others are particularly fearful of home schooling when they sense it is beyond their realm of experience and understanding; they do not know what goes on behind closed doors. A major way in which parents can assist in propagating "the truth" is to collectively be more open to the scrutiny of bona fide objective researchers. On the other hand, researchers have the responsibility to be impeccable in not only their methodology, but also in the formulation of appropriate research questions that collectively provide more complete understandings of the multiple realities of home schooling. The setting up of a research agenda by groups of interested parties may well be a beginning.

One of the underlying messages of Lines' overview is that research in home schooling is not only meager, and paltry at best, but it is often fraught with methodological problems. And while Lines is not blatantly revealing in this respect, there is an obvious need for questions to be asked and answers sought through the implementation of an appropriate research paradigm - be it quantitative or qualitative. There needs to be greater balance. To date, the emphasis has been on establishing quantitative measures of home schools and home school students, which to a great degree deny the multiple realities of the very human element of this very human involvement of parents in the education of their children.

PRESENTING: MARALEE MAYBERRY

I am currently a doctoral candidate in the Department of Sociology at the University of Oregon. Since I began my doctoral studies in 1984, I have been extremely interested in the sociology of education and have focused on this area in both teaching and research. A recently published article, "Ideology, reproduction, and legitimation: The case of corporate-sponsored economic education," presented a critical look at corporate influence in public education (MEP, 1987). [Contact author for complete citation.] That research set the stage for my increasing involvement in sociological analyses of educational ideologies, policies, and alternatives.

During the past two years, I have become primarily interested in the various mechanisms people choose when expressing their resistance to the content of public education. Home education is an exemplary case of one form that such resistance may take. In thinking about this issue while reviewing the literature on the history of educational alternatives, I developed a number of theoretical notions that illuminate the sources behind the current enthusiasm for home schooling. From there, a number of interesting and researchable questions emerged. A summary of my study follows.

The purpose of this research is to provide an in-depth analysis of the objective characteristics and subjective motivations of a growing number of families who are removing their children from public schools in order to educate them at home. I suggest that the home schooling movement reflects a growing tension between ideologically diverse groups doing battle over the cultural meanings transmitted through educational institutions. The diversity of groups involved in home education reveals that this conflict affects people from various social, political, and economic backgrounds. Thus, in order to understand what motivates people to choose home education, we must first identify the social, political, and economic characteristics of the home schooling population and then examine why public education is not meeting the needs of these families.

In order to be more theoretically specific, my research proposes that the application of the concept of "status" or "life-style" politics can help us account for the wide variety of groups opting to educate their children at home. The concept of life-style politics, adopted from Weber's (1968) narrower discussion of status-politics, suggests that social movements and groups engaging in political struggle do so in an attempt to maintain some degree of control over their cultural beliefs. That is, they are attempting to defend a "way of life" (Page & Clelland, 1978, p. 527). Interpreting decisions to home educate as a life-style issue helps illuminate why neither purely economic nor prestige issues emerge as fundamental elements of this decision. In fact, the rationales given for home schooling often revolve around the general issue of who is to control the socialization process of a child and what values are to be taught in that process. These overriding concerns indicate that the decision to home educate is often centered around the issue of "cultural protection." I suggest, therefore, that the study of home education provides a case study in the response of various public groups to a value orientation and life-style which is perceived as threatened by the public education system.

Using this framework, the general goal of my study is to learn something about the social characteristics and sets of interests and ideologies held by home educators. That is, what are the structural conditions informing this group's educational ideologies and value orientations? A more specific objective will be the examination of the reasoning behind a subject's decision to home educate. Thus, an examination of the "structural" as well as "phenomenal" conditions of home education will frame my research.

In attempting to examine these issues, I have chosen to survey and interview home schoolers in the State of Oregon. With the assistance granted by Educational Service Districts, the State Department of Education, an Oregon based home education magazine, and numerous home schooling support groups, I have been able to distribute my survey to a substantial number of home schoolers (as approximately 2,000 have been mailed). The questionnaire is designed to tap a variety of demographic, social, religious, and political characteristics. Next, from the survey results, an in-depth interview will be conducted on a small representative sample of this population. These interviews will serve as a follow-up to the survey data, enabling me to provide a rich portrayal of the religious, moral, and political values that guide the decision to home school.

The first phase of my research, constructing and mailing the survey, has been completed. To date, I have received more than 300 returned questionnaires from families throughout Oregon. Phase two, coding and analyzing this data, is now under way. I hope to have a summary of these findings available by the end of the summer. If you would like to participate in this research (or know someone who would) and have not received a survey, please let me know. I will be happy to mail one directly to you.

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ANNOUNCEMENTS

Participation in Home School Researcher (HSR). The HSR welcomes you to submit articles relevant to its purposes (see following information). Generally, they should be typed, double-spaced, and two to four pages in length. If possible, please follow the guidelines in Publication Manual of the American Psychological Association, Third Edition. For Volume 3, Number 3, please submit manuscripts by August 31, 1987.

Call for Research Results. If you have any results or are within three months of being able to report on them, please contact HSR.

Annotated Bibliography. The home centered learning annotated bibliography has grown considerably, and continues to do so. It has been updated in 1987 and now contains over 265 entries on 33 pages. If you have any additions to make to it, please send them to HSR. It is a tremendous source of information to anyone interested in studying home education. The 1987 cost is $8.00.

A Comparison of Home Schooling and Conventional Schooling: With a Focus on Learner Outcomes (July 1986). A 57-page paper, presented by Brian D. Ray to the Science, Math, and Computer Science Education Department at Oregon State University, it carefully reviews the literature relevant to the title. It also includes sections entitled "characteristics of home schools," "possible explanations for observed home school outcomes," and "research potentials." The copyrighted paper is available from the editor of HSR for $8.00. (Orders for more than one copy should include $8.00 for the first one, and $5.00 for each copy thereafter.)

Home School Researcher 1987. This is a quarterly publication dedicated to the dispersal of information relevant to the research of home centered learning. It is a publication which depends to a large extent on the participation of its subscribers. The subscription rate for 1987 is $10.00. Unless otherwise specified by the participant/subscriber, a subscription payment during 1987 is for the four 1987 issues.

HSR Reprints. Reprints of HSR are available. The cost is $2.50 for the first copy of a particular issue, and $1.00 for each additional copy of that issue. Regular subscribers will only pay $1.00 for reprints.

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REVIEW OF
HOME EDUCATED CHILDREN'S SOCIAL/EMOTIONAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT: A COMPARATIVE STUDY
BY MONA MAARSE DELAHOOKE

by Brian Ray

Mona Maarse Delahooke (1986) attempted to determine how home schooled and one group (private) of conventionally schooled children compared in terms of social/emotional adjustment and academic achievement. This was the subject of her Ph.D. dissertation research at California School of Professional Psychology, Los Angeles. She reported that the purpose of her study "was to examine variables cited in the literature as rationales for engaging in home education: the effects of increased parental contact on academic achievement, and on social and psychological functioning" (p. 12).

The researcher developed a theoretical argument based upon "dual process" theories. That is, both familial and peer systems have significant roles in the development of a child's social competency. Dual process theories, as described by Maarse Delahooke, emphasize "the importance of a secure familial base from which to explore, as well as the presence of peer interaction, in order to develop social competency as adults" (p. 22). She went on to review literature related to the results of child interactions with peers and adults. Based on the literature and the perceived nature of home schooling, "It was thus expected that home educated children's decreased school peer experiences and increased adult contact would result in the expression of fewer aggressive social behaviors, and a greater amount of perceived reliance on and support from adults than more traditionally educated children" (p. 39).

Maarse Delahooke also made a theoretical case, based upon the literature, for the idea that increased parental involvement in education leads to higher academic achievement. Thus, she hypothesized that home educated children would score higher academically than the "traditionally" private schooled children.

The researcher took a logical approach by attempting to obtain two comparison groups which were similar except for one variable, the mode of instruction. To the aforementioned extent, it was a causal comparative research design. All families resided in California, and the two groups (28 home educated and

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32 private schooled) were very similar in terms of intelligence, age (about 9.1 years), sex ratios, and socioeconomic status. She was careful to explain that it was an exploratory study, and that it did not involve a causal or true experimental design.

The Wide Range Achievement Test-Revised (WRAT-R) was used to assess basic achievement in reading and arithmetic. She cited a report in which the test-retest reliability coefficients for the WRAT-R were .96 for reading and .94 for arithmetic. The test is reportedly "sensitive to developmental changes, as raw score means were noted to increase with age. Further data on the validity of the test, as reported in the WRAT-R manual [sic] include concurrent validity scores ... " (p. 46) ranging from .66 to .87. A short form version of the WISC-R (Weschler) was used to measure and to account for the effects of intelligence. The three I.Q. scales of the WISC-R have reliability coefficients of at least .89, reported the researcher. Concurrent validity coefficients for the WISC-R range from .39 to .82. The Roberts Apperception Test for Children (RATC) was the sociometric instrument used to measure "'...children's perceptions of common interpersonal situations' ... " (p. 48). Referring to the RATC manual, Maarse Delahooke reported that with respect to the profile scales (e.g., reliance on others, aggression, and limit setting), "Interrater agreement was reported to range from 85.8% to 92.8% when scored by doctoral-level raters .... Additionally, the split-half reliability of the test was reported to range from .44 to .85 for each of the profile scales. The validity properties of the RATC were examined through several different methods, ... " (p. 51). Apparently, the RATC possesses construct validity in that a reported regression analysis significantly discriminated between the scores of two groups of subjects (200 "clinic" children and 200 "well-adjusted" children"). "Thus, the profile scales of the test appeared to be useful in differentiating dimensions of personality, as well as providing indications of adaptive and maladaptive functioning" (p. 52).

All subjects were tested individually in their homes between August 14 and December 3 of 1985. This writer suggests that this was too long a period for optimum control in Maarse Delahooke's study, especially if there was a bias in terms of which groups were tested later (since potentially more learning could have transpired) or earlier. Ideally, all children should have been tested within a much shorter period.

One-way analysis of covariance was used "to determine if the achievement test scores of home educated children differed significantly (p=.05) from traditionally educated children, while controlling for the effects of intelligence" (p. 52). "T-tests were conducted to determine if the means [of the RATC scores] differed significantly between the two groups. Due to the large number of t-tests performed on the RATC scales, a statistical correction was conducted in order to control for an inflated error rate" (p. 53).

The statistical analyses revealed no significant differences between the groups on the Aggression, the Reliance on Others, Support-Other (from whom they perceive support), Limit Setting (who sets limits on them), the family arena of the Interpersonal Matrix, or the Support-Child (self-reliant and assertive behaviors) scales on the RATC. Likewise, there was no significant difference in academic achievement based on type of schooling.

On the other hand, significant differences were found in the "non-family" categories of the Interpersonal Matrix. "This finding suggests that children in the private school exhibited a greater focus on peer interaction, while the home educated children's primary focus was in the family arena" (p. 83). " ... private school subjects appeared to be more influenced by or concerned with peers than the home educated group" (p. 85). The researcher also said that the data may suggest that private school children were more adept at resolving interpersonal problems than those educated at home. A close examination of the data also revealed a trend toward home educated children perceiving a greater amount of supportive behaviors from family as opposed to non-family members. Maarse Delahooke reported that it appears home educated children perceived their parents as primary authority figures more often than did the private school children.

In conclusion, Maarse Delahooke found: 1. Both private and home school groups scored in the "High Average (Bright)" category with respect to intelligence. 2. The two groups did not differ on academic achievement. 3. Neither group performed as high academically as their I.Q. levels would have predicted. 4. Both groups scored in the "well-adjusted" range of social/emotional functioning. 5. The two groups " ... did display differences in their perceived social sphere of influence, with the private school group appearing to be more influenced by peers than the home school group" (p. 87). The researcher also suggested that since both groups were involved in peer socialization "(albeit from different sources)" (p. 86), the dual process theories that she had discussed were neither proved nor disproved by her investigation. The researcher pointed out that the study was exploratory in nature, "and attempted to assess general trends in private versus home education" (p. 44).

This study is quite significant in that it carefully controlled a number of variables while allowing the basic mode of instruction (home versus conventional school) to differ. Although a true experimental design was not involved, the causal comparative type of design does lend itself to some inferences. If all things with respect the students were equal except for the mode of instruction they experienced, then one can suggest that home schooling may result in children being less influenced by their peers than is the case for those children in conventional schools. Of course, investigations of this nature are difficult to control perfectly. However, Maarse Delahooke's study is significant in that she actually attempted to ascertain whether one of the stated objectives of home schooling is being achieved. She has provided one piece of evidence that perhaps one of the objectives (children being less influenced by their peers) of home education is being met.

PRESENTING: RUSSELL DOLL

The Chicago in which I grew up was a city of neighborhoods. My neighborhood was an area of blue collar, immigrant traditions, isolated by industry, railroads, a drainage canal, and busy arterial streets. It was located in the depths of Chicago. It was an urban village; unique as any small town in rural America or hamlet in Europe.

My grandfather had built the house in which my mother grew up; in which I grew up; was the house I bought and began my married life. On the corners were grocery stores, bakeries, and taverns. The names were Slavic, German, Italian, and Irish.

At the heart of the area was the public school which drew to it the children of immigrants and the children of the immigrants' children. My mother had attended the school, then my brothers, then me, and then my nephews. My new wife taught in the school and I substituted there. The neighborhood and school was a catchment area for the generations.

The school was a beacon of hope and it did, indeed, light the way to social mobility for many. But the school was also an extension of the home and neighborhood. Goals and values coincided. The absolutes of our morals and ethics at home and at the Church were reflected in the school. Even though the public school moved us imperceptibly but inevitably into the mainstream, it moved us in synchrony with basic foundational values with which there was common agreement. To us, a "relative value" was whether or not your uncle was a nice guy.

I wish I could say I was a success in school. I was a daydreamer and a classroom menace. The fault was mine. So while I was credentialed, I was not educated. My education was serendipitous; it came from within the home, from my reading, and from those in my neighborhood as I observed the linkage of events and people, each with another over time.

Consequently, I graduated in the lower third of my high school class. This made no real difference since no one in the family as yet had gone to college, employment in the factories being readily available. I wanted no factory so I spent some years in the dungeons of mailrooms before ascending to the rarified air of an office where I was the "office boy."

I decided to go on active military duty, having joined the National Guard. At Ft. Benning, the public school again played a role, this time through two Chicago teachers who had gotten their degrees from Chicago Teachers College, a Public schooling college where tuition was $20.00 a semester, being supplemented by the City and State. Entrance requirements consisted of having to prove that you were breathing and could walk. Later I discovered the academic selection process took place in the classes. By the end of the first semester, those of us experiencing public school social mobility were a much smaller group.

I worked as a waiter and, later, from 6 p.m. to 3 a.m. as a copy boy for the Chicago Suns-Times. The neighborhood was still home but the world was expanding. My true academic life had begun and it culminated in an honors degree, and in employment in the inner city poverty areas of a Chicago which were about to burn in racial riots.

The neighborhood schools were disappearing under the historic, unprecedented in-migration of rural poor whites and blacks. Also disappearing were the moral and ethical certitudes, as curriculum makers struggled to make learning "relevant" to the new arrivals. Schools became agents of social change and the synchrony of home, community, church, and family values slowly unraveled.

I had entered graduate school at the University of Chicago, gained a research assistantship, and began an examination of society, history, philosophy, and schooling; their interrelationships; their changes. This examination continues to this day.

Now I am at the University of Missouri-Kansas City. A stranger in a strange land. A villager who mourns the loss of the values which had sustained those he loved; those who trusted the public school to sustain core beliefs and the strengths of family and neighborhood; those for whom the beacon has been extinguished in relativistic and cynical examinations of human values. A villager who realizes that villages and villagers are anachronistic in this sophisticated age. But a villager who recognizes in the home school movement the echoes of those strengths which sustained the immigrants in hostile environments.

Today my interests are in the examination of the possible rejuvenation of learning within the traditions which I knew in that village. Today I "study" a "movement" familiar to me through the echoes of my village. It is important that the public see that home schoolers may actually be the keepers of that flame. Once this realization takes place, maybe some productive reciprocity between public and home schooling might develop rather than a continuing guarded antagonism. I hope my work might further that outcome.

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HOME EDUCATION: A CRITICAL REVIEW OF THE STATUTES AND CASE LAW

by Mathew D. Staver

Parental interest in home schooling has grown rapidly in the past decade. Consequent to this increased interest, judicial and legislative activity has mushroomed. State law regulating home schools is now in a constant flux. One negative result has been that some judicial opinions have not kept pace with the growing research and parents seeking to determine their legal position are often confronted with numerous laws varying from state to state.

The 125-page study, Home education: A critical review of the statutes and case law (1987), by this writer reviews the current law in all 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, and the Virgin Islands. A summary of each statute is set forth in an appendix. Another appendix categorizes the various jurisdictions into the type of statute enacted respecting compulsory education. The study begins by historically overviewing the development of American education and then listing some of the objections to public education. Federal statutory and case law is then reviewed, followed by state statutory and case law, which is divided into three basic categorizations: public or private school, equivalent, and home school statutes. The study is documented throughout with copious footnotes, and the information contained in these notes provides an excellent source for exhaustive research.

Since the United States Constitution is silent on the subject of education, the Tenth Amendment is generally thought to preserve education as a state concern. However, the Tenth Amendment has not prevented the U.S. Supreme Court from issuing opinions affecting education. The Court has opined that education is "perhaps the most important function of the state and local governments" (Brown v. Board of Education, 347 U.S. 483, 493 (1954). The power of the state is not absolute; it is to be balanced by parental liberty and free exercise of religion interests, the latter affording greater protection than the former. Meyer v. Nebraska, 262 U.S. 390 (1922); Pierce v. Society of Sisters, 268 U.S. 510 (1925); Wisconsin v. Yoder, 406 U.S. 205 (1972). Though states have a significant interest in education, such interest is not so extensive as to effectively eliminate the alternatives offered by nonpublic schools (Farrington v. Tokushige, 273 U.S. 284 [1927]).

All 50 states have enacted some form of compulsory education statute. These statutes fall into three general categories. The first category provides that a child shall attend a public or private school; the second category requires attendance at a public school or equivalent instruction; the third category specifically allows for home schools. Ten states, American Samoa, and Puerto Rico have the first type. Thirteen states and the District of Columbia have the second type. Twenty-seven states, Guam, and the Virgin Islands have statutes specifically allowing for home schools, and of this number, only Alabama and California require certification of the home school teacher. Thus, the majority of states now have home school statutes, and the clear trend is toward enactment of such statutes.

The issue facing a home school parent in a state having a public-private school statute is whether the home school qualifies as a private school. Some state judicial decisions once construed "private school" to mean an institutional-type school, and thus disallowed home schools (e.g., Washington, but now this state has a home school statute). Meanwhile, some courts still cling to the institutional interpretation. For example, leading New Hampshire decisions have held that a home school is not a private school because home schools, allegedly, lack the element of socialization. State v. Hoyt, 146 A. 170 (N.H. 1929). (But note that the New Hampshire State Board of Education has adopted home schooling regulations despite the state statute and case law.) In contrast to the New Hampshire courts, some states (e.g., Illinois, and most recently, North Carolina) have ruled that a home school is a "private school" (People v. Levisen, 90 N.E.2d 213 [Ill. 1950]; Delconte v. State, 329 S.E.2d. 636 [N.C. 1985]).

Constitutional challenges waged against statutes of the public-private type have received mixed results. Some courts have suggested no constitutional right can be raised, while other courts have intimated that a constitutional right can be raised, while other courts have intimated that a constitutional right does exist in the due process clause of the fourteenth amendment or the free exercise clause of the first amendment. Arguments that the term "private school" is unconstitutionally vague have been met with both success (Washington and Georgia, both of which now have home school statutes) and failure (Arkansas, which also now has a home school statute). Kentucky is an example of a state which has a public-private statute but has no judicial decision directly addressing home schools, yet the Kentucky State Board of Education classifies a home school as a private school.

The issue facing parents in a state which has enacted an "equivalent" statute is whether the home school offers equivalent instruction to that offered in a public school. Iowa is an example of an equivalent statute that specifically requires teacher certification. If the statute does not require certification, the issue may be whether noncertified instruction is equivalent to certified instruction. Since certification unduly regulates nonpublic schools (though not all courts have agreed) there is a good argument as to the constitutionality of such regulation. The best test, as some courts have so ruled, for determining equivalency is through standardized testing (e.g., Kentucky, when addressing a public-private statute; contrast this with North Dakota, which also addressed a public-private statute and, though conceding certification may not equate with teaching competence, held such regulation is nevertheless reasonable).

Though the focus under equivalent statutes should be academic equivalence, some courts still antiquatedly reason that home schools cannot be equivalent because of the so-called socialization element. The better reasoned cases (e.g., Indiana and Massachusetts) have soundly rejected socialization as a factor to be considered in determining equivalency. For example, the case of State v. Peterman (70 N.E. 550 [Ind. Ct. App. 1904]), rightly held that the number of persons does not make a place of instruction any more or less a school.

The equivalent-type statute lends itself most easily to challenges based on vagueness. If the statute does not define equivalent instruction, then the State Board of Education (a regulatory and not a judicial or legislative branch of government) is granted too much unchecked authority to determine the requisite education. A common person of ordinary intelligence has little or no guidance by which to determine compliance with the statute. Constitutional challenges based on parental liberty and free exercise of religion have sometimes prevailed. Unfortunately, some cases, for whatever reason, have failed to raise free exercise allegations, even when the parents chose to home school in part because of religious convictions. Though free exercise challenges have generally met with more success than parental liberty challenges, some courts have myopically construed the United States Supreme Court case of Wisconsin v. Yoder, supra, so narrowly that the only winning religious challenge would be one grounded in the Old Order Amish religion.

The final category of state statutes include those specifically allowing for home schools. As expected, litigation under a home school statute is not as active as under the other two aforementioned types of statutes. Ironically, some parents have argued their home school should be classified under the statute as a private school rather than as a home school. Such litigation has occurred in Florida, where the former statute required certification of home school instructors but not of private school teachers. This issue is now moot since a recent Florida statute no longer requires certification of home school teachers.

Constitutional challenges against the teacher certification requirements of Alabama and California have so far proven unsuccessful. The Missouri home school statute was declared unconstitutionally vague because of the "equivalent" requirement, but the amended statute wisely omits the "equivalent" section.

Regulation of the home schools may be more expansive under a home school statute than under other types of statutes. This is so because the statute specifically addresses home schools. Mississippi represents one of the most lenient statutes, requiring only that the parent notify the superintendent. Tennessee probably represents one of the most regulated statutes, imposing potentially different requirements for grades K to 8 and grades 9 to 12. Some statutes require the parents to have a minimal education, to be "qualified" to teach, or to have a certain level of college training. Other requirements may include submission of a proposed curriculum, attendance records, achievement tests or some form of evaluation, number and length of school days, and possibly health and safety inspections.

Much has been done judicially and legislatively towards allowing home schools, yet further reforms are necessary.

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Participation in Home School Researcher (HSR). The HSR welcomes you to submit articles relevant to its purposes (see following information). Generally, they should be typed, double-spaced, and two to four pages in length. If possible, please follow the guidelines in Publication Manual of the American Psychological Association, Third Edition. For Volume 3, Number 4, please submit manuscripts by November 30, 1987.

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A Comparison of Home Schooling and Conventional Schooling: With a Focus on Learner Outcomes (July 1986). A 57-page paper, presented by Brian D. Ray to the Science, Math, and Computer Science Education Department at Oregon State University, it carefully reviews the literature relevant to the title. It also includes sections entitled "characteristics of home schools," "possible explanations for observed home school outcomes," and "research potentials." The copyrighted paper is available from the editor of HSR for $8.00. (Orders for more than one copy should include $8.00 for the first one, and $5.00 for each copy thereafter.) It is also available through Educational Resources Information Center, ERIC Reproduction Service No. ED 278 489.

Home School Researcher 1987. This is a quarterly publication dedicated to the dispersal of information relevant to the research of home centered learning. It is a publication which depends to a large extent on the participation of its subscribers. The subscription rate for 1987 is $10.00. Unless otherwise specified by the participant/subscriber, a subscription payment during 1987 is for the four 1987 issues.

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THE HOME SCHOOLING MOVEMENT IN CENTRAL KENTUCKY

by Pauletta Offutt Kutter

The purpose of this study was to determine the philosophical purpose, the curricular activities, the methods of evaluation, and the preference for public school services of the home schoolers of Central Kentucky. In Kentucky, the first step has been taken in the three-part approval, cooperation, and monitoring process related to home education. The Kentucky State Constitution and the court case, Kentucky State Board for Elementary and Secondary Education vs. Rudasill (1979), provided for the approval of home schools. Additional research in the home schooling movement is needed in order to lay the groundwork to complete the final two cycles, cooperation and monitoring, to ensure a complete and equivalent education for all of Kentucky's children in the home schooling movement.

This study dealt with a nonrandom segment of the home schoolers in Central Kentucky who were residents of 12 counties. The questionnaire was only mailed to home schoolers registered with the State Department of Education and/or with the Director of Pupil Personnel Services in their respective counties. The return response to the mailed questionnaire was 60%; 32 home schools responded.

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The research instrument was a three-page questionnaire. The questions were compiled from topics suggested by the literature review. The questionnaire was divided into five sections: (1) General Information, (2) Purpose and Justification of the Home School, (3) Home School Activities, (4) Evaluation of Student Progress in the Home School, and (5) The Role of the Public School System with the Home School. In the second section, the subjects (parents) were asked to respond with their level of agreement to other home schoolers' statements found in the literature regarding the public schools. The statements were categorized as conservative, Christian fundamentalist home schooling statements or as liberal, anti-establishment home schooling statements. They were alternately assorted and no designation was made on the questionnaire as to the categories. The subject of the other four sections is fairly apparent from their titles. A panel of three experts was used to revise the questionnaire, and the panel approved the instrument for content validity.

The majority (23 of the 32 families involved in the study) of home schoolers in Kentucky do have a preference for the conservative, Christian fundamentalist home schooling movement. This preference may have its roots in the heritage of Kentucky which is rural and conservative in nature and located in the center of the "Bible Belt." The conservative, Christian home schoolers have an overriding theme that the public school is doing spiritual harm to their children; therefore, they seek a basic education for their children that is devoid of the socialization of the public school. The conservative, Christian fundamentalist home schoolers have math and reading as the foundation of their curriculum, although they also make provisions for Bible study and opportunities for the child to explore his area of interest on a regular basis. They visit the library about one-half as much as the regular public school child, but they have six times as many field trips in a year as the public school child. They do socialize with other home schoolers and non-home schoolers on a regular basis; however, the nature of this socialization was not investigated. They utilize observation and discussion in the evaluating process, but appear to prefer a more structured approach to evaluation by their utilization of correspondence courses. They are not interested in using public school educational materials or in having their children participate in the social activities of the school; however, they are interested in partaking of services in which they do not have the expertise but that the public school can supply.

The minority (9 of the 32 families involved in the study) of home schoolers in Central Kentucky have a preference for the liberal, anti-establishment home schooling movement. Their curriculum is more loosely constructed, having as its foundation the opportunity for the child to explore his own area of interest. In addition to this individualistic emphasis, the liberal, anti-establishment home schoolers teach the basics of math and reading and they provide numerous cultural and enrichment activities for their children. They have socialization with home schoolers and non-home schoolers; however, their social contact is greater than that of the conservative, Christian fundamentalist home schoolers. In the area of evaluation, the liberal, anti-establishment home schoolers, preferring more informal evaluative methods, utilize observation and discussion on a daily basis and they supplement this method with materials from educational stores. The liberal, anti-establishment home schoolers are interested in the utilization of public school materials and in their child participating in the social activities of the school. At the center of the liberal, anti-establishment home schoolers' philosophy is the fear that the public school will do academic harm to their children.

Based on the data, it would appear that both the liberal, anti-establishment home schoolers and the conservative, Christian fundamentalist home schoolers provide a basic education for their children in the areas of reading and math. The areas of spelling, English, handwriting, social studies, health, creative writing, music, and arts and crafts appear to be lacking in sufficient instructional time when compared to the state requirements for these subjects. The opportunities for the child to explore his area of interest and the provision for numerous field trips are applaudable within the home school system. The quantity of social contact appears to be adequate; however, the quality and the diversity of the social contact is in question as this study did not deal with this aspect in depth. Evaluation appears to be taking place in the home school; however, more structured formal techniques may be needed in the liberal, anti-establishment home schools.

Further research is needed to explore the types of activities that are being conducted in the curricular areas and to investigate the depth of learning that is taking place in the home school. Further research is also needed in the area of social contact. The type and quality of social contact needs to be explored, as well as does the long-term adaption of the home school child to the outside world as a result of his home school experiences and social contacts.

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Review of
HOME SCHOOLING: A REVIEW OF THE LITERATURE
BY MARY ANNE PITMAN

by Jane Van Galen

Mary Anne Pitman (1986) has written the most sweeping review of the literature on home education to date. Since most home school researchers will already be familiar with many of the works cited in the article, I will briefly summarize the content of the review to indicate the comprehensiveness and scope of Pitman's review, and then the implications of this article for future home school research will be suggested.

Pitman opens her review with a brief historical overview of the interaction of home and school. Beginning with examples of famous men and women who received at least part of their schooling at home, the history of formal schooling is traced from the home-based colonial Dame schools to the consolidation movement of the 1960s which, in Pitman's words, made school "a place further and further away [from home]" (p. 11).

After this introduction, Pitman turns to her review of published materials on home schooling. This literature review is broken down into three sections: "advocacy and resource literature," legal works, and research on home education.

As anyone doing research on home education quickly learns, a great deal more has been written _for_ home schooling parents than _about_ them. It is not surprising, then, that Pitman reviews the greatest number of works in her "advocacy and resource literature" section. Here, she summarizes the work of John Holt and the Moore's and then discusses the many catalogues, handbooks, local and regional newsletters, and anecdotal works which are written by and for home schooling families.

Although citing fewer works, the review of published legal analyses of home education is longer and more detailed. Pitman notes early in this section that the tone of these works and the sometimes virulent legal activity itself indicates that "the practice of home schooling has touched a nerve" (p. 13). She argues that the reviews of legislation and court findings often reflect the biases of their authors, citing Zirkel, Whitehead, and Klimes as examples of scholars who selectively chose cases that support their own positions when writing reviews. Following summaries of several key state court cases, Pitman recommends the work of Harris and Fields and of Lines as being the most balanced and accurate.

After a brief summary of historical and philosophical discussions of compulsory education, Pitman moves on to her review of research on home education. In this section, she includes both completed work and work in progress at the time her review was written. She first summarizes the findings of Lindley's and Kim's surveys of school administrators (both found administrators to be opposed to home education) and then reports the general findings of Gustavsen's, Wartes', and Linden's demographic surveys of home schooling families.

The emerging data on academics and socialization are then briefly reported. Citing Greene's data from Alaska's Centralized Correspondence Study and several secondary sources, Pitman reports that the home schooled appear to be scoring above the average level on academic achievement tests. Taylor's positive findings in his study of the self-concept of home schooled children are also noted. Finally, Pitman reports on work-in-progress in several ethnographic case studies being conducted on home schooling families that are taking a closer look at the pedagogy of home educators.

Pitman, herself an ethnographer, closes her review with a recommendation that future home school research focus on the children themselves toward the end of "identify[ing] the complete range of cognitive, social, and motor skills which a home-schooled child exhibits" (p. 19). She also suggests that attention be paid to the issue of how home schools contribute to the state's interest in an educated citizenry. Finally, she asserts that home school policy can no longer be grounded on "hearsay, intuition, myth, and anecdote" (p. 19) when the available data do not support restrictions of home education.

This review is comprehensive and well presented. One strength is the inclusion of works that do not specifically address the issue of home education but nonetheless contribute the field. In the advocacy and resource section, for example, she cites lifestyle magazines such as _Mother Earth News_ and _Mothering_ as sources of information for parents. Similarly, the historical works cited in the legal section both inform and support home schoolers' stance on compulsory schooling while not specifically addressing the issue of parents teaching their own children.

The review is also valuable for clarifying how much work remains to be done in the field. The "leanest" section of the review is that on academics and socialization, yet it is precisely these areas that are of greatest concern to policy makers and school officials. Pitman's review serves to remind us that some of the most intriguing questions about the _outcomes_ of home education remain unanswered.

The review also suggest the form that many of those questions should take. For example, Pitman and other authors she reviews distinguish between different _kinds_ of parents who teach their children. (Her classifications are "Fundamental Christians, New Agers and the 'Harvard-bounds'" [p. 12].) The demographic studies strongly suggest that distinctive ideologies shape the home education of the children from different backgrounds, yet the academic and socialization research reported to date has categorized all home schoolers together and reported only composite findings. The home schooling movement is diverse; the pedagogy created for Emile (one of the home schoolers mentioned in Pitman's historical reviews) by Rousseau and that created by the writers of some home school correspondence programs that require children to do little more than fill in workbook pages for several hours each day are worlds apart, yet current research into the academic achievement and socialization of home schooled children has not yet taken such pedagogical differences into account. We may be missing rich data and important insights into learning and teaching if we overlook the distinctive methods and materials used in many home schools.

Further questions are raised by the review. Of particular curiosity to me is why the information reviewed is not more readily available beyond the circle of home schooling researchers. Apart from the legal analyses, few of the sources cited by Pitman that specifically discuss home education have been published in forms that are readily accessible to policy makers or traditional educators. No data-based studies on home education have been reported through academic journals and only a handful of papers on home education have been presented at professional conferences; instead, Pitman found many of her citations in dissertation abstracts and the ERIC system. This dearth of accessible information suggests either that the methodologies employed in the studies are not up to professional standards for publication or that researchers have been slow to disseminate their work. Either explanation points to the need for home school researchers to be more diligent about reporting their findings to those waging the skirmishes over home school policy.

In sum, Pitman's review offers a comprehensive overview of the literature for those new to the field. To those already involved in research with home schoolers, she suggests direction for further work. The review reminds us that we must continue to inform one another's research as we formulate new research questions and the methodologies to answer those questions.

Editor's note: Jane Van Galen is an Assistant Professor, Foundations of Education, Youngstown State University, Youngstown, Ohio, 44555-0001.

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BARNEBEY'S STUDY OF UNIVERSITY ADMISSION REQUIREMENTS FOR HOME SCHOOLED APPLICANTS, AND A FOLLOW-UP STUDY

by Brian D. Ray

What are the admissions requirements, and how do they compare, of 210 selected four year public and private universities in the United States with respect to applicants who have been home schooled? Leslie F. Barnebey pursued this question in her Ed.D. dissertation (American University Admission Requirements for Home Schooled Applicants, in 1984) which was completed at Brigham Young University in 1986. She also determined whether any of four characteristics (Carnegie type, size, support, or location) of the institutions affected the admission of home schooled applicants and explored the attitude of admission officers toward these applicants.

The researcher developed a questionnaire and mailed it to "the principal admissions officer of each of the 210 four year universities and colleges listed in the Carnegie Catalog Study ..." (p. 39). She was able to use 83.8% of the mailed questionnaires for data analysis. Twenty-one percent indicated that their universities had accepted home schooled applicants. Chi Square was the method used to analyze the frequencies of responses given by the admissions officers in order to detect any significant differences.

Barnebey stated four hypotheses to be tested. One dealt with whether differences would exist depending on the type, size, support, or location of the institution. Type of university was based upon the Carnegie Catalog Study which grouped universities by academic characteristics: research, doctorate, comprehensive, and liberal arts. The researcher set four categories for size (small, medium, large, and very large). Support had two categories: state and private. Location was determined by two methods. One version was based upon zip code and resulted in five regions. The second version was based upon section of the United States and resulted in three categories. Data analysis revealed that "There were significant differences based upon the support attribute with the Private universities being more likely to accept home schooled applicants than the Public universities" (p. 142). There were no significant differences based upon type, size, or location.

In terms of the second hypothesis, Barnebey found that "There were significant differences between the universities that had accepted home schooled students and those which had not, in the requirement for the submittal of an Essay, Other References [besides those from school personnel], and the ACH [Achievement Tests]. Each of these documents was required more often by the Accept group of universities" (p. 143). About 82% of all of the universities required Scholastic Aptitude Test (SAT) scores, about 70% required American College Testing (ACT) scores, and about 97% typically required high school grades.

Data pertinent to the third hypothesis showed that "There were significant differences in documentation requirements when the university knew that the applicant was a home schooled student" (p. 144). The universities which accepted home schooled applicants significantly more often required letters/references, an essay, and the ACH.

Fourth, "There were significant differences of attitude of the admission officers between the ..." (p. 144) accepting and non-accepting universities. At a more detailed level, the following was found: (1) 83.4% accept the (General Education Diploma) GED in lieu of high school transcripts, (2) 73% of the "admission officers from non-accepting universities would encourage home schooled applicants to attend a junior or community college while 38.7 percent of the admission officers from the accepting group had such an opinion" and "This difference was significant" (p. 137), (3) 70.4% of officers from non-accepting universities believed home schooled applicants would be less successful than other applicants, while 76.5% of officers from accepting universities believed the home schooled would be about as successful as other applicants; the difference between the aforementioned admission officers was significant, and (4) 91.4% of the universities do not have a formal policy concerning the admission of home schooled applicants.

Barnebey concluded that home schooled applicants were accepted into a wide range of four year universities and colleges, especially into large, private, research oriented universities. She also suggested that perhaps smaller, liberal arts colleges and universities were less willing to accept the home schooled "due to fears related to accreditation, funding and other factors concerning possible questions of institutional integrity" (p. 146).

As a follow-up to Barnebey's study, this author randomly selected three universities and two colleges in the United States from Barron's Profiles of American Colleges, 15th edition and contacted their admissions offices by telephone on October 27, 1987. A subjective evaluation was made to select the six questions that Barnebey used that would be of greatest interest to home educated youth and their parents. The following six questions from Barnebey's instrument were used: (1) Does your school have an official policy regarding the admission of home schooled students? (2) If you did not reject these applications [by home schooled youth], were additional documents/tests (e.g., ACH, SAT, ACT, letters of recommendation, essay, high school equivalency tests) required in lieu of high school transcripts? (3) Would the absence of any of these documents (e.g., ACH, SAT, ACT, letters of recommendation, essay, high school equivalency tests) result in automatic disqualification of a candidate? If so, which document(s)? (4) Does your admissions office accept high school equivalency test results in lieu of high school transcripts? (5) Would you encourage home schooled applicants to attend a junior/community college before applying to your university? (6) Do you encourage all or most of your other applicants to attend a junior/community college before applying to your university? The respondent in the admissions offices were also asked if they had "any other comments."

None of the five institutions possessed a formal policy regarding the admission of home schooled students, although one university only accepted applicants from "accredited institutions." All five required the ACT, SAT, ACH, or GED or some combination thereof. Some of the institutions would automatically disqualify an applicant if he did not have the required achievement scores to report, and two said they would probably require an interview with a home schooled applicant. Four of the five said they would accept high school equivalency test results in lieu of high school transcripts. Two said they would generally encourage home schooled applicants to attend a junior or community college before applying to their institutions, and two others said they would encourage junior or community college attendance if the applicant's standard test scores were low. None of the five encouraged other applicants to attend a junior or community college first unless their test scores were low. Only five institutions were surveyed by this author, but it appears that their responses confirm what was found by Barnebey in her research.

What can be gleaned from the aforementioned information by a home school parent? It emerges that their children should be prepared to take some standard tests, and very likely one will be the SAT. If their scores are high, not many universities will question their potential for academic success. If their scores are average or low, the admissions officer will probably be more interested in other verifications of potential for success such as interviews, references, and a sample of the individual applicant's essay writing abilities. In summary, home school parents and their children will not know what to expect from a particular college or university until they contact its admissions office.

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THE 1987-88 OREGON HOME SCHOOL SURVEY: AN OVERVIEW OF THE FINDINGS

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The 1987-88 Oregon home school survey examines a growing group of diverse people who have posed a formal challenge to the public institution of schooling. The goals of this study are threefold. First, results from a state-wide Oregon survey and follow-up interviews are used to examine the variety of religious, political, and educational attitudes held by home schoolers. The survey was designed specifically to provide a comparison of attitudes between Oregon home schoolers and larger populations. Questions comparable to the National Opinion Research Corporation (NORC), Gallup Education Polls, and the Oregon Census were used. Second, the study examines the relationship between the attitudes of home schoolers and their motivation for choosing to educate their children at home. Finally, the research assesses the decision to eschew both private and public schools in the broader context of social change.

In order to achieve these goals, a research design was developed that could generate detailed information about home schooling families. First, a questionnaire containing 154 variables was mailed to home school families in the Winter of 1987. Data from 435 home education families throughout the State of Oregon are used in this report. Second, it was a goal to learn something about the 'lived experiences' and meaning systems that inform the values and beliefs of home schoolers. In-depth interviews were later conducted with 15 home school families during the Fall of 1987. The interviews allowed participants to articulate their visions and beliefs and to explore the relationship between their biographical sketches, the social context of their lives, and their decision to home school.

The intent of this article is to provide an overview of the survey findings. The following sections will (1) present a profile of the home schoolers and compare them with larger

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populations in terms of social and economic characteristics, religious and political characteristics, and educational attitudes, and (2) discuss the commonalities and cleavages that exist within the home school population. A later article will undertake the task of discussing the applicability of several theoretical models for understanding the impetus behind home schooling in the 1980s.

A Profile of Oregon's Home Educators

Social and Economic Characteristics

Home educators appear to differ from the general Oregon population in their education, occupational, income, and demographic characteristics. The most striking difference appears in the numbers of home schoolers that finished college (42.0%) and those who went on to complete some graduate school or an advanced degree (37.3%). Comparing this to Oregon census data, it was found that 21% more home schoolers finished college and 17.6% finished at least some graduate school, if not an advanced degree. At the other end of the educational spectrum, only 6.0 % of home schoolers didn't finish high school, whereas 29.1% of Oregonians didn't complete their high school education.

The higher educational levels of home schoolers appears to translate into occupational and income success. Slightly over 1/3 of home schoolers (33.7%) are employed in professional/technical fields while less than a quarter (15.0%) of Oregonians are. The most significant occupational difference appears in the self-employed category; 28.8% of home schoolers work in self-employed occupations while only 9.1% of the Oregon population can make that claim. Another surprise is the types of occupations (as opposed to occupational categories) that were found. They are commonly those with a high degree of personal control (minister, craftsman), located in small organizations (accountant for small pet products firm, salesman for local Oregon health food product chain), and where there is a high degree of work schedule flexibility (owners of family businesses).

Given the high educational and occupational levels of home schoolers, it was expected that this group would be financially secure. This prediction was supported. 45.7% of home school families list a family income of $25,000 a year or more, while 34.9% earn less than $20,000 a year. Oregon family incomes are almost the reverse: 27.8% earn $25,000 or more a year while 59.2% earn less than $20,000 a year.

Finally, home schoolers in Oregon tend to reside in smaller cities and rural areas. While 48.1% of Oregonians are large city or suburb dwellers, only 26.1% of the home school sample can make this claim. Almost three-quarters of the home schoolers (73.3%) reside in small cities, towns or villages, or rural areas with less than 2,500 inhabitants.

Religious Characteristics

The Oregon home school population is more religiously mobile than the national population. National figures comparing 'religious tradition raised in' to 'religious tradition now belonging' are relatively stable. However, in the Oregon sample there was found a significant shift from established traditional religions (e.g. Methodist, Episcopalian, Lutheran, and Baptist) into what are termed "new religious movements". National studies show that while some small segments of the population have joined new religions, the number is insignificant. In other words, traditional established religions have held their own. Home educators, by contrast, seem to be quite interested in what the new religions have to offer.

The importance of the religion dimension becomes clearer when one considers the levels of church attendance and religious commitment. An overwhelming majority of home schoolers (72.7%) attend church every week or several times a week, compared to 28.3% of the national population. The national population is more infrequent about its church attendance-- 50.9% attend church, at most, several times a year. Comparatively, only 12.3% of the home schoolers are as infrequent in their attendance.

While church attendance taps only an activity, the question pertaining to 'religious commitment' is more indicative of how religious people feel they are. Of the national population, 53.1% believe that their religious commitment is 'very important' or 'somewhat important'. This is a greater percentage than one might predict given the low levels of church attendance. Oregon home schoolers, on the other hand, are almost unanimous (89.2%) in their agreement that religious commitment is very important. This would be expected given their high levels of church attendance.

It appears that both church attendance and religious commitment are more important for home educators than for the national population. Moreover, a significant portion of home schoolers have moved out of traditional Protestant religions and into newly formed religious organizations. Thus, home educators appear to support the argument that, for some, religion is of increasing importance for a segment of the population in a rapidly secularizing world.

Political Characteristics

Oregon home schoolers are more politically conservative then the national population. Over half (57.4%) of the home schoolers surveyed preferred the Republican label compared to less than a quarter (23.6%) of the national population. This conservatism appears even stronger when one examines political viewpoints. 78.3% of the home school population considered themselves either 'slightly conservative', 'conservative', or 'extremely conservative'. Only 12.0% saw themselves having a 'moderate' political viewpoint and only 9.6% considered themselves to be 'liberal.' The national population is more moderate in its political orientation with significantly fewer people (only

32.3%) maintaining a conservative viewpoint.

Oregon home schoolers exhibit a general lack of confidence in social institutions. They have significantly less confidence than the national population in a spectrum of institutions (an exception to this is the executive branch). It is interesting to note, however, that organized religion is also suspect among this group. While this may appear contradictory, if one considers the religious mobility of home schoolers (from established traditional religions into new religious organizations) and their relatively autonomous occupational location, the lack of confidence in organized religion is more explainable. Home schoolers may identify "organized" religion with older established bureaucratized religions (e.g. Methodist, Episcopalian). Finally, Oregon's home schoolers and the national population see themselves as keeping current about public affairs and agree that public officials are not really interested in the problems of the average person.

Educational Attitudes

The educational attitudes of home schoolers are congruent with their political orientation. Here one can perceive a strong trend toward reducing the amount of government influence. Overwhelmingly, home schoolers want less federal and state influence in education, 84.0% and 76.3% respectively. Local government influence has more support with almost half (49.3%) stating they would like to see more influence by local governments. It is interesting to note, however, that 36.3% also desire less local government influence over education. The large number of written comments in the survey help explain this result. Those desiring less local government control often stated that they were interested in parental control of schools only and would like to get the government out entirely.

The national population, by comparison, indicates that both state and local government control is the desired option (55% and 62% respectively). Moreover, significantly more support is found for the intervention of the federal government in education (37.0% nationally as compared to 4.8% of the home school population).

We also found other cleavages between the two populations. Oregon home schoolers have less confidence in public education (57.0% have 'hardly any' confidence at all) and give public schools lower grades (42.8% graded them with a 'D' or 'Fail' mark). Given the conservative nature of home schoolers and the fact they have elected not to send their children to public schools, these differences are not surprising.

In general, the home school sample maintains a more negative image of public education, is less confident in it, and more adamant about returning the control of public schools back to either local agencies or to parents than is found in the larger population sample.

These findings examine the commonalities and differences home schoolers have with the general population. However, if one examines the home school population by itself, the data clearly show that home schoolers are not a monolithic group. The next section of this article addresses this issue by examining the similarities and cleavages existing within the group's membership.

Cleavages and Commonalities Among Oregon Home Educators

Research examining the relationship between the characteristics and attitudes of home schoolers and the motivations for home schooling has never before existed. This section provides such an examination.

Four motivational categories among home schoolers became apparent during the analysis of the survey data and are similar to those identified in other home schooling research. First, the largest group of home schoolers in Oregon are those motivated by religious beliefs (65.2%). The second category consists of those concerned specifically about the academic achievement of their children (21.6%). Third, those who are concerned primarily with the socio-relational development and environment in which their children's education is conducted (11.1%). Finally, a much smaller group consists of those specifically desiring an Alternative or New Age orientation to their children's education (2.1%). Please note that these categories are not mutually-exclusive, but represent the primary motivation behind the decision to home school.

Given these four motivational dimensions, the analysis was planned to see how they compare and contrast in terms of social and economic characteristics, religious and political viewpoints, and educational attitudes.

Social and Economic Characteristics

A look within home schoolers as a group reveals much less variation than the diversity found between home schoolers and the national population. Educationally, a greater percentage of religiously-motivated people did not finish high school, yet a relatively large percentage of them did finish college. Alternative/New Age home schoolers seem to have higher educational levels overall, with 27.8% having some graduate school or finishing an advanced degree. With the exception of the percent of religiously-motivated not finishing high school, the distribution of these figures does not indicate any significant differences among the educational levels of home schoolers.

Income and occupational data show somewhat more diversity. As with education, the biggest difference appears between the religiously-motivated and the alternative/New Age groups. The religiously-motivated segment of the population is somewhat better off financially with only a little over 20% listing family incomes of under $15,000. By contrast, 50% of the alternative/New Age families are surviving on less than $15,000 yearly.

Occupationally, 50% of the alternative/New Age families are employed in craft-type occupations, 25% in sale/clerical or service occupations, and 12.5% are self-employed, typically in small family businesses. This is different for other home school groups who are more likely to be employed in professional/technical or service and semi-skilled occupations.

Other interesting contrasts appeared. First, husbands employed in professional/technical jobs are almost equally distributed among the first three categories (religious, academic, and socio-relational) while alternative/New Age husbands are not represented in that category at all. Second, while large majorities of women from the religious, academic, and socio-relational categories are not in the labor force, 66.6% of the alternative/New Age women are actively employed outside the home.

Overall, educationally, economically, and occupationally, home schoolers as a group do not appear to be as diverse as they do when compared to the national population. The exception to this, as it has been shown, is between the religiously-motivated and the alternative/New Age categories. The distinctions between these two groups will become more dramatic as one examines their religious and political attitudes.

Religious Characteristics

Several factors were used to look at the religious characteristics and attitudes of home schoolers: the importance of religion in the decision to home educate, religious orthodoxy, and the effect of the Bible on day-to-day decisions as indicators. As expected, the religiously-motivated placed the greatest significance on each of these indicators. While the academic and socio-relational groups were somewhat less emphatic about the importance of religion, they too exhibited a strong orientation toward religion as an important element in their lives and decisions. Almost all (98.9%) of the religious home schoolers felt that religion was a 'very important' or 'somewhat important' ingredient in the decision to home school. For socio-relational and academic home schoolers religion is somewhat less important (75.0% and 48.4% respectively). The greatest contrast again appears in the alternative/New Age category where religion, as a factor in the decision to home school, was 'very' or 'somewhat' important to only 33.3% of that group.

In terms of religious orthodoxy and the effect of the Bible on daily decisions, it was found that a religious orientation is important not only for the religiously-motivated, but for academic and socio-relational home schoolers as well. All three groups tend to be quite orthodox in their religious beliefs and feel that the Bible does have a direct effect on their daily decisions. Thus, all groups except the alternative/New Age display a strong religious orientation.

When people were asked about the degree of their religious commitment, predicting to find the same cleavage between the religiously-motivated and the alternative/New Agers, a surprise was found. Religious commitment, as opposed to orthodoxy, was 'very important' for both New Age folks (90.0%) and the religiously-motivated (95.8%). Religious commitment in the two other categories was almost equally as strong.

Religious commitment appears to be an important variable for most home schoolers regardless of their motivation. However, religious orthodoxy, the Bible, and the effect of religion in the decision to home school are all unimportant to the alternative/New Age group.

Political Characteristics

The political similarities and differences within the home school population provide other interesting results. Although the importance of politics in the decision to home school is quite salient for all groups, the content of political beliefs is quite dissimilar. The religious group, as expected, is largely Republican and conservative. By contrast, alternative/New Agers see themselves as Independent or Independent/close-to-Democrat and politically liberal.

While these groups did contrast in their political orientation, it was found that Oregon home schoolers share a general lack of confidence in social institutions. Each group has very little confidence in the military as well as major companies, organized labor, the press, and Congress. Given the religious and political conservatism of all but the alternative/New Age group, it was expected that there would be at least some support for the executive branch and the military. However, even in these institutions confidence is quite limited. The lack of confidence in social institutions is even more dramatic among the alternative/New Agers. The major companies, the executive branch, and the military are overwhelmingly held in low regard, while organized labor, the press, and Congress are viewed with only slightly more confidence. Given the consistency of these figures throughout the home school population, it is here suggested that one of the variables uniting home schoolers is their lack of confidence in all types of contemporary social institutions. The lack of confidence in social institutions among the national population (refer back to the national comparisons) is especially apparent among home schoolers.

Educational Attitudes

The public schools are not held in high esteem by any home school group. This is predictable given their common decision to either remove their children from public school or not enroll them in the first place. However, some differences within the population do exist. Alternative/New Age home schoolers tend to grade the public schools somewhat lower than others, yet they seem to have slightly more confidence in public education. Religious, academic, and socio-relational home schoolers rate the schools only slightly better, but do not express the same degree of confidence in them that alternative/New Agers do.

Specifically, 66.7% of the alternative/New Age population give a D or Failing rating to public schools in comparison to 47.5% of the religious segment, 56.8% of the academically-motivated, and 34.8% of the socio-relational folks. However, 66.7% of the alternative/New Age group has some confidence in public schools, while the other three groups appear to be somewhat less confident in them. Thus, alternative/New Agers, as compared to other home schoolers, have low regard for public education as it is, but seem more optimistic about its improvement in the future.

Generally, Oregon's home educators would like less federal and state involvement in public education. In terms of local government involvement, the figures are mixed. Religious home schoolers would like more local influence as would the socio-relational group while academically-motivated and alternative/New Age parents are fairly evenly split between wanting more or less local involvement. Written comments indicate that many home school families would like to see no government influence at all, but if they did have to choose, local involvement would be the favored option. These attitudes are consistent with the decision to be personally responsible for their children's education.

Several curriculum issues were also examined. Religious and alternative/New Age groups differ significantly in their belief about the content of curriculum. Religious home schoolers are overwhelmingly opposed to both the teaching of evolution (70.7%) and sex education (88.6%), while in favor of the teaching of creationism (91.3). Academic and socio-relational home educators agree with both the teaching of creationism and evolution. They request curricula that present both points of view. Moreover, majorities in each of these three groups oppose sex education. Again, alternative/New Agers are the contrasting group. They are strongly in favor of teaching evolution (75.0%), opposed to creationism (77.8%), and unified in their belief that schools should teach sex education (100.0%).

We suggest that these curriculum issues are most salient in the home school decision made by religiously-motivated parents. Public schools are secular and do not present the religiously-oriented curriculum desired. In contrast, those subscribing to alternative/New Age philosophies do not take issue with the public schools on these matters. The content of public school curriculum, at least regarding these issues, is similar to what New Age parents would want for their children.

Conclusion

This article has provided an overview of the results of the 1987-88 Oregon Home School Survey. The Oregon sample of home schoolers suggests that there are a number of significant differences between those who choose home schooling and the broader Oregon and national populations. Home schoolers in Oregon tend to be highly educated, economically secure, live in small residential areas, and are either self-employed or employed in small-scale organizations that offer a relative degree of job autonomy. They tend to be religiously committed, active church-goers, and often belong to new Protestant religious groups. Their political attitudes are congruent with the conservative doctrine of these religions. They have little confidence in a wide spectrum of major social institutions, especially those that are traditionally liberal in orientation. They tend to have a more cynical view of public education, desire less government control of public schools, wishing to return schools to either local or parental control.

The commonalities and cleavages within the Oregon home school sample were examined and it was seen that they are not a monolithic group. Four general motivational dimensions for home schooling were identified. Among these, the greatest diversity appeared in the 'content' of religious and political philosophies subscribed to. While the majority of all home schoolers expressed political and religious interests, the type of values and beliefs maintained are dramatically different. However, Oregon's home schoolers were found to share a common lack of confidence in numerous social institutions, not just public education.

Given the diversity of values and beliefs among Oregon's home schoolers and their common lack of confidence in social institutions, it is here suggested that the decision to home school is linked to a more generalized belief among home schoolers that the social institutions in American culture are no longer protecting the 'life-style' concerns and meaning systems maintained by this group. Home schooling families have responded to what they perceive as the ill-effects of modern society by taking the education of their children into their own hands. The decision to home school reflects their commitment to regaining control over one aspect of their lives that is fundamental to the maintenance of the value and belief system that maintains and restores family unity.

(Editor's note: Compiled data charts are available for the above overview. If interested, please contact the author).

UNDERSTANDING PARENTS WHO TEACH CHILDREN AT HOME: THE VALUE OF A LIFE HISTORY APPROACH

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Home schooling has grown rapidly in the United States over the last decade or so. Estimates of home school populations range from tens of thousands to hundreds of thousands, with some in excess of one million (Moore, 1985; Holt, 1984). Indications are that this growth trend is emerging in other Western countries, including Australia and New Zealand.

This exploratory life history investigation emerged from a larger longitudinal ethnographic study of home schools that the researcher began in 1985. It became clear that surveys seeking knowledge about home schools were ignoring the vital human element. An ethnographic approach seemed best to uncover the human dimension. Although survey results indicate multiple reasons, past experiences often seem to be more important than present educational conflicts as inducements for home schooling. The objective of the study was to understand and relate the background influences of a small, select group of parents to present rationales for operating home schools. From this perspective, the life history approach is an appropriate method of investigation. This paper is a preliminary report.

The research literature is small compared to the popular literature on the subject and an understanding of the context of home schooling is provided predominantly by nonacademic sources.

Reasons for Home Schooling

The multiple conclusions reached by various researchers underscore the complexity of understanding the reasons why parents elect to educate their children at home. Reasons seem to fall into the following categories (which are arranged in no particular order): (1) dissatisfaction with academic standards, (2) dissatisfaction with standards of discipline and moral values perceived in many public schools, (3) opposition to school socialization, (4) desire for family unity, (5) desire to provide for the spiritual needs of children, and (6) desire for an holistic approach to education that emphasizes direct and experiential learning.

Contentions about public schools may be very difficult to separate from rationales (and they may indeed be the same). Home school parents are typically young, new to home schooling (averaging just under two years experience), have small to average sized families, and about two years of college education (Gustafson, 1987; Gustavsen, 1980; Wartes, 1984). They conceivably finished school themselves 10 to 20 years ago.

Perspective of the Study

Present contentions about the deficiencies of public education appear to be superficial reasons for home schooling. Home school parent-teachers come to present schooling situations with life experiences that influence how they view schools, how they determine rationales for educating at home, and even instructional patterns (Knowles, 1987a).

Methodology and Data Source

The guiding research methodology for this study is naturalistic inquiry. The larger study of home schooling was best suited to a multi-site, ethnographic case study. At its inception, late 1985, published and rigorous home school research was sparse. Researchers either concentrated on correlational and quantifiable approaches which removed the context from variables and did not emphasize the elements of human behavior within the home school, or focused on issues which ignored intense investigation of the human element (Altman, 1986; Linden, 1983; Magers, 1983; Schemmer, 1985; Spindler, 1982). Recently, at least two major ethnographic studies have emerged, those by Reynolds (1986) and Van Galen (1986).

Sample

The 12 families were selected from the larger study for participation in the collection of life history data. The multi-site approach consciously sought "cross-site comparison without necessarily sacrificing within-site understanding" (Firestone & Herriott, 1984). Gustavsen's (1981) study provided a demographic profile of home school parents. Recognizing the limitations of Gustavsen's list of demographic characteristics, the profile guided the formation of a set of site selection criteria. Selection of divergent families provides strength to the study that would not have occurred without purposive sampling (Firestone & Herriott, 1984; Goetz & LeCompte, 1984). While statistical sampling is rarely used in qualitative inquiries, it was important to have a strategy for obtaining entry to the multiple sites in order to maximize the scope of viewpoints (Goetz & LeCompte; Lincoln & Guba, 1985; Yin, 1984). The same procedure was used for selecting families for both the larger study and the life-history investigation. The sample was drawn from the home school population of the Wasatch Front region of Utah on the basis of diversity of the following collective criteria: (1) socioeconomic status, (2) occupational status, (3) religious orientation, (4) residential location, (5) political orientation, (6) lifestyle characteristics, (7) time involved in home schooling, (8) parental education, (9) a willingness to be committed to a long term study, and (10) to provide in-depth life history data.

While no formal means were used to solicit individual home schools according to a quantifiable measure of the above criteria, effort was made to provide the maximum degree of diversity through preliminary contact with families. The 12 home schools demonstrate polarities in their characteristics which resultantly strengthen the study (Fielding & Fielding, 1986; Kirk & Miller, 1986; LeCompte & Goetz, 1984). All families were contacted through either the 1987 Annual Convention of the Utah Home Education Association or through other Association contacts.

Data Collection Strategies

A variety of ethnographic methods were used in the larger study (LeCompte & Goetz, 1984; Lincoln & Guba, 1985), but the exploration of life history, as implemented in the present study, was limited by the data collection approaches and the resultant degree of triangulation.

The ethnographic data from the larger study were analyzed in an ongoing manner as a means of facilitating the study's direction. Both positive and negative instances were sought to enable confirmation or disconfirmation of hypotheses and their resultant modifications. It was important to maintain an inductive and responsive analyses of the contexts in which the data were gathered (LeCompte & Goetz, 1984; Lincoln & Guba, 1985; Spradley, 1980). From those analyses the questions for further investigation and hypotheses were generated and from this process the structure for the life history accounts was developed.

A weakness in the study is the absence of a short closed-ended survey of rationales for home schooling. Due to events beyond the control of the researcher, the survey was postponed until early 1988.

Life History Accounts

The life history data were obtained by using a set of structured discussion topics designed to initiate extensive open-ended responses on a number of subjects. The use of this approach was stimulated by the life history approach used by a number of researchers who see value in reconstructing past events in relation to present circumstances (Butt & Raymond, 1987; Butt, Raymond, McCue, & Yamagishi, 1986; Kohli, 1980; Watson & Watson-Franke, 1985). Others (e.g., Watson & Watson-Franke) have suggested that through autobiographical writing, subjects are more likely to reveal actual intentions rather than stated intentions. The structured topics were aimed to motivate parents to reflect upon issues pertaining to the past, present, and future activities of the home school and included: (1) background information about childhood education and family experiences, (2) historical events important for establishing the home school, (3) relations with,a nd reactions of, neighbors, and community, (4) interaction with school administrators, (5) preparation for home schooling, and (6) other topics related to broad concerns of home schooling. The parents were encouraged to record responses in any one of a variety of ways, depending on what they felt most comfortable with. No expectations were placed on the length or breadth of the responses.

The self-reporting aspect of the life history data collection was the least obtrusive manner to gather the extensive data.

Interviews

Where necessary, interviews were used to define issues arising from the life history data and to clarify hypotheses and questions arising from analyses of previously collected data (Spradley, 1980).

Analysis of Data

The life history records were analyzed on an ongoing basis as a means of focusing the collection of interview data (Spradley, 1980) and facilitating hypotheses generation and negative case analysis (LeCompte & Goetz, 1984; Lincoln & Guba, 1984; Spradley). Finally, the contents of each record were again systematically analyzed according to principles of textural analysis, seen as being the least obtrusive methodology available to the ethnographer, important in dealing with parents who are sensitive about how the public view their actions and who in turn are cautious about the actions of a researcher (Werner & Schoepfle, 1986).

Results

The 12 Utah Families Portrayed

The participant families were diverse and all were located in Utah's most heavily populated region, the Wasatch Front. Most lived in urban settings and most of the children were in the early elementary grades, although there was a spread from kindergarten through eighth grade.

Family and lifestyles were similar to others in comparable socioeconomic groups but the parent mainly responsible for the home school often had significantly reduced opportunities for social interactions with peers. The major characteristics of the group were that lifestyles revolved around the welfare of the children.

For some, home schooling was a new approach to education. Others had planned for it, even before the birth of their children. The range of time parents had been home schooling was between about one and eight years. About half of the parents had completed a college education, with several having completed either graduate degrees or extensive graduate study. Of the remaining parents, most had completed high school, and those who were skilled workers or semi-professionals had trade school or junior college experiences.

For many, commitment to the study was important because they were interested in "dispelling mythologies" about home schooling. Conversely, a few assumed the researcher would "only report the good things." Others perceived benefits in regular communication with the researcher, since opportunities to interact with knowledgeable outsiders is reduced when energies are focused on the home school.

All except one of the families were traditional nuclear units. That one family represents an increasingly noticeable, single parent, home school phenomenon, and it is probably the growth of supportive organizational structures that allows them to successfully operate home schools.

In many home schools, the mother takes on the major teacher-related roles, while the father assumes a more distant stance.

The Utah Family Rationales for Home Schooling

The life history data reveal four major groups of rationales for home school operation: (1) parents' experiences (as children) of family environments, (2) school and learning experiences of parents, (3) contemporary problems of, or in, schools, and (4) home perceived as a better place than schools to learn. Usually one of the group of rationales dominates the family decision, but in most, the rationale based on past school experiences provides an underlying reason for home schooling.

The Kimbal family rationales: Providing a nurturing family environment.

The Kimbal family, devout Mormons, live in a middle class subdivision in a semi-rural neighborhood. Peter has a college background in business and is a commercial salesman. Paula is completing graduate studies.

The home school responsibility is Paula's. Peter does not have much to say about his school experiences, except, "They weren't great." He placed his trust in his wife's decision to home school their six children aged four through fourteen. The decision is largely a result of Paula's past. While on one hand she has good memories of school, learning in classrooms caused a lot of stress. But it is also based on an immediate past set of circumstances. The parents became "discontented about the lack of interest that was becoming evident" in their children who attended school. Paula interpreted the perceived difficulties her children were experiencing through the lens of her own experience. She feels that school are not nurturing environments and that home schooling will make up for all the deficiencies in public schools.

The Nickersen family rationales: Remembrance of school and childhood experiences.

For the Nickersen family, the home school experience has been difficult. Both parents, in their late 30s, were born out-of-state, travelled widely, and met in India while on a "spiritual quest." They have two children aged four and ten years and currently live in a duplex in a lower middle class neighborhood. Recently they moved to Utah from New Zealand where they lived for five years. Prior to New Zealand, the family lived in a variety of settings in America. Martin is a communications technician, educated mainly through apprenticeships and technical colleges. His wife Sandra, responsible for the home school, attended college and was one quarter from graduating when she gave birth to her first child. The major focus of the family is the practicing of their faith, an Eastern religion.

Over the last six years, their oldest boy has been educated at home, private school, and in an open classroom, depending on location and school opportunities. The family has endeavored to compensate for social and academic disruptions by becoming integrally involved in the education process.

It is Martin's orientation to schools that is significantly formative. He attended school in a rural community in New Zealand. While his schooling was not fraught with difficulties, he viewed school as inhibiting learning.

The Nickersen's view is significant in that they do not claim to provide a superior learning environment, but rather learning opportunities that are appropriate for the learner.

The Cobb family rationales: Response to a contemporary problem in school.

Mary and John, both native Utahans in their mid 30s, reside with their two boys, aged 15 and 13, in a split level house in a working class suburb.

John, a skilled tradesman, grew up in Wisconsin. His family environment was not supportive. After coming to Utah, John completed a four year training program at a technical college. His school experiences left neither significantly positive or negative impressions upon him.

Mary "grew up in a loving [Mormon] family," but with a father who had "need for control." Her mother was supportive and provided a formative role model. Mary did one semester at a parochial university and later, completed a midwifery apprenticeship. She has an important regard for "alternative forms of education," for that orientation to learning that has been important for her.

It was through midwifery that she first came in contact with home schools. Some of her patients operated them and Mary was impressed. When confronted with school problems of her younger boy, Steven, Mary decided to educate him at home.

She already had some negative impressions of public schools, some of which were in response to her experiences as a child. Steven was also educated at home because of the benefits Mary saw in building close relationships. For two years, it was Mary's responsibility to educate him. Meanwhile, the oldest boy continued in public school. Recently Steven returned to public school at his own request. His case represents those children who are educated at home in response to a specific need and circumstance.

The Neilsen family rationales: Providing a superior learning environment.

Mark, Deborah, both around 30 years of age, and their three children, aged four through eight, live in a middle class neighborhood on the fringe of city development. They are members of the Mormon Church. Their architect designed home is also Mark's media studio. Deborah, a successful author, dropped out of graduate school just one semester short of graduating and taught English for five years. Deborah grew up in New York, Mark in California.

The Neilsen's believe that the home is a superior place in which to learn. Home schooling was a family decision, yet it is Deborah's views that are dominant, and she operates the home school.

After reading the work of John Holt, the parents became convinced of the value of home schooling. Their children were never sent to school. Underlying Deborah's response about the status of learning were a number of expressed views about the parents' experience in schools. As an adult she had come to negatively respond to institutional aspects of education. But it was her remembrance of school as a child that indicated an underlying rationale for home schooling. For most of her school experience she was not intellectually extended. For Deborah, schools did not conjure fond, productive memories of learning.

Conclusions

Results verify that home schooling motives are complex but congruent with trends evidenced in the life histories of most participating parents. The four groups of rationales evident in the participating families were nearly exclusively linked by difficult situations the parents experienced as students in schools.

It was an attitude about schools that verified the worth of the predominant and orienting rationale. Many parents had serious contentions and problems which may not typically be mentioned in questionnaire responses.

Overwhelmingly, past experiences seem to be more important than present public educational contentions as inducements for home schooling. Inn some cases, when the researcher sought to verify results, the parents had considerable difficulty in acknowledging their deep seated reasons for home schooling.

Educational Significance

There are several educational implications arising from the growth of home schooling. The events and often negative effects surrounding past formal school experiences are placed in an important historical context when parents perceive present situations through the lens of yesterday.

If cooperation of schools with home school parents is to occur to any degree of effectiveness (Knowles, 1987c; Lines, 1985), it will become increasingly important for school authorities to understand the origins of parents' fears and contentions about public schools.

What are the long term implications for education? If home school parents represent adults who disdain their public school experience yet are still vitally concerned for the educational welfare of their children, what negative impacts have school experiences had on those adults who show little regard for their children's welfare? Differences in learning styles may be at the heart of the problem. Perhaps it is appropriate to consider a variety of education models, of which some form of home schooling may be an alternative.

It will become increasingly relevant to consider the use of tax monies to support home school parents' educational efforts. Evidence suggests that while there may be problems matching the curriculum of the state with that of the family, in present times of fiscal difficulties there may be considerable advantages in relieving pressures from some schools and resources by appropriately encouraging home schooling under supervised conditions. That is not an unequivocal statement of support for home schools, but rather a suggestion that proficient home schools be given the recognition deserving any reputable educational institution.

Recommendations for Further Research

An important step to further understand home school parents will be to administer a survey questionnaire to the same parents who provided the life history data. The survey should seed closed end responses about rationales for home schooling and will help make more explicit the link between personal biography and rationales. Enlargement of the sample and an intrastate and interstate comparison would help researchers and others understand the unique perspectives and rationales of the home schoolers. Home school populations throughout North America are probably so diverse as to prevent detailed generalizations about their actions. An international comparison of home school practices may be worth pursuing.

Establishing the links between parental biography and teaching/instructional practices is an important research path for understanding home school parents and, resultantly, guiding them to make the best use of their educational resources, helping them recognize the origin of their biases and actions, and exploring the extent parents' school-related biography impairs or assists their ability to make and administer intelligent decisions about the education of their children.

This study provides important evidence of the superficial nature of results obtained through former home school survey research, and stresses the need for uncovering the human element through further ethnographic examination of home schools. In particular, studies that combine qualitative and quantitative paradigms may yield the greatest returns.

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(Editor's note: The preceding is a summary of a paper presented at the First Joint Conference of the Australian and New Zealand Associations for Research in Education, University of Canterbury, Christchurch, New Zealand, December 3-6, 1987.)

- NEXT ISSUE -

Washington Homeschool Research Project, 1987

Jon Wartes will present two reports from The Washington Homeschool Research Project, 1987.

In one report, the scores of 873 home school students on the Stanford Achievement Test were analyzed. Among other things, Wartes has found that the median scores were in the 65-66 %ile range. The highest scores were in the area of Science and in the verbal areas of Listening, Vocabulary, and Word Reading. The lowest scores were in Math Computation.

In the second report, questionnaires from 470 parents were analyzed to study the relationships of selected variables to academic achievement. Findings included the fact that there was a statistically significant and direct relationship between parent education level and home school student achievement, although the magnitude of the relationship was weak to moderate.

ANNOUNCEMENTS

Submission for Publication in Home School Researcher (HSR). The HSR welcomes you to submit articles relevant to its purposes (which are stated on the last page of this publication). Generally, they should be typed, double-spaced, and two to six pages in length. If possible, please follow the guidelines in Publication Manual of the American Psychological Association, Third Edition. Production of HSR will be greatly facilitated if the manuscript is also submitted on 5-1/4" diskette in a format that is compatible with the word processing software WordPerfect used with IBM-compatible computers. For Volume 4, Number 2, please submit manuscripts by May 31, 1988.

Call for Research Results. If you have any results or are within three months of being able to report on them, please contact HSR.

Annotated Bibliography. The home centered learning annotated bibliography has been updated in 1988 and now contains over 350 entries on 43 single-spaced pages. If you have any additions to make to it, please send them to HSR. It is a tremendous source of information to anyone interested in studying home education. The 1988 cost is $8.00 (and $5.00 for additional copies).

A Comparison of Home Schooling and Conventional Schooling: With a Focus on Learner Outcomes (July 1986). A 57-page paper, presented by Brian D. Ray to the Science, Math, and Computer Science Education Department at Oregon State University, it carefully reviews the literature relevant to the title. It also includes sections entitled "characteristics of home schools," "possible explanations for observed home school outcomes," and "research potentials." The copyrighted paper is available from the editor of HSR for $8.00 (and $5.00 for additional copies). It is also available through Educational Resources Information Center, ERIC Reproduction Service No. ED 278 489.

Home School Researcher 1988. This is a quarterly publication dedicated to the dispersal of information relevant to the research of home centered learning. It is a publication which depends to a large extent on the participation of its subscribers. The subscription rate for 1988 is $12.00. Unless otherwise specified by the participant/subscriber, a subscription payment during 1988 is for the four 1988 issues.

HSR Reprints. Reprints of HSR are available. The cost is $3.00 for the first copy of a particular issue, and $1.00 for each additional copy of that issue.

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SUMMARY OF TWO REPORTS FROM THE WASHINGTON HOMESCHOOL RESEARCH PROJECT, 1987

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Introduction

Two new reports were released in March 1988 from the Washington Homeschool Research Project. The first, *Report from the 1987 Washington homeschool testing*, contains a detailed tabulation of the scores of 873 home schoolers on the Stanford Achievement Test. The second, *The relationship of selected input variables to academic achievement among Washington's homeschoolers*, is based upon a sampling of 470 and presents an analysis of test scores as a function of parent education level, degree of structure in the home schooling, number of years home schooled, and other variables.

Sampling and Instrument

One aspect of Washington's law is the requirement for an annual assessment of home schoolers by a qualified person. A number of people around the state have gone into the business of offering testing services in order to meet this demand. The research method utilized here simply involves tapping into the test scores of those home schoolers utilizing these services. Each of six testing services forwarded a set of scores for each home schooler who was tested; thus this sampling represents a 100% reporting of scores for these six organizations.

All six testing services utilized the Stanford Achievement Test series. The series consists of the Stanford Early School Achievement Test, 2nd edition for grade K, the Stanford Achievement Test, 7th edition for grades 1 to 8, and the Test of Academic Skills, 2nd edition for grades 9 to 12. 1986 norms were used.

Parents of home educated children utilizing these services were also asked to fill out a questionnaire dealing with various aspects of the family or their home schooling. Results from these questionnaires are another important component of this

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research.

Results and Discussion

Ten findings from the research follow. The findings are related to the achievement scores and the selected variables and their relationship to achievement scores. Percentiles, normal curve equivalents, t-tests, analysis of variance, and simple linear regression were used to analyze the data. The alpha level was set at .01.

Academic Achievement

In the 1987 sampling of 873 students, the median scores were in the range of the 65 to 66%ile range. The highest scores were in the area of science (70%ile) and in the verbal areas of listening (71%ile), vocabulary (79%ile), and word reading (76%ile). The lowest scores were in math computation (42%ile). Math application scores, on the other hand, were notably stronger (65%ile).

It is apparent that this sampling of home schoolers, as a group, did well. Fears that home schooling children are at an academic disadvantage compared to conventionally educated students are not confirmed.

Selected Variables and Achievement

A statistically significant positive relationship merged between parent education level and test scores, but its magnitude was weak. Parent education level is not a good predictor of test scores. Interestingly, in this sample, children of parents who have only a twelfth grade education are, as a group, scoring slightly above the national norm.

Because of the weak relationship shown here, policy decisions that would limit access to home schooling based upon some arbitrary level of parent education are likely to run the risk of limiting a significant number of home schoolers who are, in fact, doing fine. Thus, such policy decisions are not supported by this evidence.

Due to the small number of home school students who have contact with a certified teacher appearing in the sample, no comparison between those who have teacher contact to those who do not have teacher contact was possible. However, examination of the high extreme in teacher contact (i.e., home school children of certified teachers) produced mixed results. Seventeen percent of the parents in the sample are teachers. In general, children of teachers did outscore children of non-teachers. However, this result did not hold when one considers students who have been home schooled two years or longer. It also did not hold when non-teacher parents having a roughly equivalent level of education to ta teacher were compared. At the opposite extreme on a teacher contact continuum, children who had no teacher contact at all scored, as a group, at the 70%ile on national norms.

This latter finding suggests that contact with a certified teacher is not a necessary component of academic success. Policy decisions that would, as a general matter, require contact with a certified teacher as a condition to home school are not supported by this data.

Within this sample, home educators rated the level of "structure" in their style of home schooling as slightly toward the structured side of middle on a very unstructured to very structured continuum. The number of hours per week of "structured schooling" increases somewhat with student age and averages 16 hours/week. The test data suggests that there is virtually no relationship between level of structure and academic outcomes. The level of structure has no value in predicting test scores. Policy decisions that might impose a curriculum for the sake of its structure and/or minimum hours per week of formal schooling are not supported by these data.

No relationship was found between academic outcomes and the number of consecutive years the student had been home schooled.

A regression analysis of the data suggested no relationship between academic outcomes and the grade level of the home school student within the K to 9 grade range. The analysis was restricted to K to 9 because of the small sample size at grades 10 to 12. However, the 28 students appearing in the sample in grades 10 to 12 appear to be doing well; their mean score was at the 72%ile on national norms.

There was no relationship between family income and academic outcomes of home school students.

This sampling, using a secular measure of academic outcomes (Stanford Achievement Test), provides no evidence supporting a relationship between the degree of religious content in the home schooling and achievement test scores in general, or in social science or science scores in particular.

Students in this sample who will discontinue home schooling scored, as a group, in the 65 to 70%ile range on national norms. One would expect that they will not have academic difficulties in adjusting to a more conventional school setting. The small sampling, however, cautions against generalization of this finding at this time.

Among home schoolers who have previously been in conventional education, the slight majority were in the public schools (54% from public schools and 46% from private schools). Interestingly, when one considers that only 8 to 9% of Washington's school age children attend private schools, it is apparent that, on a proportional basis, formerly private school students are considerably over represented among home schoolers.

The report goes on to provide findings on eight additional topics. They are (1) people who have taken a class in home based education, (2) the relationship between religious content and amount of structure, (3) the relationship between parent education level and family income, (4) the age distribution of home schoolers, (5) the number of handicapped home school students, (6) the proportion of two-parent families, (7) scores on parent administered versus non-parent administered tests, and (8) differences in test scores between those who did not respond to the questionnaire versus those who did respond.

The preceding findings are highlights of those resulting from the research project. It is prudent to point out that the findings should be taken as the first word rather than the last word on these topics. Replication studies would be valuable.

Author's Notes

The Washington Homeschool Research Project was created as a cooperative and volunteer effort on the part of 18 individuals (including home schoolers and several public school educators) to gather objective information about Washington's home schoolers.

Several detailed reports are available from the author at 16109 N.E. 169 Place, Woodinville WA 98072. Write for information.

A STUDY OF HOME SCHOOLING: PARENTAL MOTIVATION AND GOALS

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Princeton University, 1987

Goals

This project was designed to explore the motivations and goals of parents who are home schooling their children. Because the home schooling movement is reported to be growing at an increasing rate, the reasons for this growth become all the more interesting and important in exploring the ramifications of the movement. The survey was designed to draw out the more "gut reasons" for home schooling - to find out not just who's doing it and what it looks like, but what the families doing it feel about their experiences, in both positive and negative ways. By examining these less quantitative aspects of the home schooling movement, it was hoped that a more accurate and personal sense of the nature of the movement could be gained.

Methods and Procedures

Because information of a more in-depth nature was sought, a survey was designed which contained many open-ended questions.

Basic information about numbers and ages of children, educational backgrounds of parents, religious affiliation, and economic status was sought in order to formulate a demographic picture of the sample.

Reasons for home schooling were explored directly through questions asking parents to rate the importance of several factors in their decision, and indirectly through questions probing the formats of their programs, the advantages and disadvantages they perceived in home schooling, their children's likes and dislikes, and the responses of their friends and families to their home schooling.

Because the information received was largely narrative in nature, responses were coded and tabulated strictly in terms of frequency. detailed statistical analysis was deemed inappropriate due to the nature of the responses and the limited nature of the sample.

Sample

The survey population was drawn from the directory of the Growing Without Schooling (GWS) magazine published by Holt Associates in Boston, Massachusetts. A systematic random sample of 257 names were drawn from the name list published in Issue #48 (December 01, 1985) of the magazine.

While home schoolers of a wide variety of backgrounds and viewpoints subscribe to GWS, the readership is likely slanted towards the ideological underpinnings of the organization's founder, John Holt. His "unschooling" approach to education, and emphasis on integrating learning with all aspects of life, are likely to be shared more by the readership of GWS than by the home schooling movement as a whole. Thus, the survey sample is not completely broad based, but rather fairly specific.

Despite these limitations, the results of the survey did reveal a wide variety of philosophies and backgrounds. While the findings are perhaps limited in some respects, they do provide worthwhile information.

Results

From the sample of 257, 13 were undeliverable and 147 surveys were returned, for a response rate of 60%. Of these, 143 were deemed usable, and these were analyzed and coded for numerical analysis, and the open-ended answers logged for close study and comparison.

General Demographics

The survey respondents had an average of 2.2 children per family, with the average age of the children being 8.7 years. Parents began home schooling their children at an average age of 6.4 years, but a substantial minority of the respondents (37%) declined to give a starting age, saying rather that home schooling had begun at "birth," or even at "conception." This emphasis on learning as a life-long journey, and reluctance to separate learning from "real life" was present in all areas of the survey's responses, and reflects perhaps the Holtian approach to learning expected from this sample.

The largest group of parents (49%) did not know when they would cease home schooling, with many commenting that they would continue as long as their children wanted to, or as long as it seemed the best educational approach for their children. Of those who did indicate a definite stopping age (30%), the average was 14 years of age, and answers ranged from 5 to 18 years of age. This relatively late stopping age cited by these parents seems to indicate a belief that home schooling is not simply a temporary measure to ease their child into formal schooling, but rather an important, and perhaps the only, phase in the child's education.

Fewer than a third of the children attended conventional schools prior to home schooling, and those who did spent an average of only one year there. In many families, only the oldest child had been exposed to formal education. Some parents indicated that this first child's experience in school convinced them that conventional schooling was not appropriate for their children, resulting in younger children never being sent to conventional schools at all.

Only 13% of the children had returned to formal schools. this small segment of the survey population in formal schools may have two possible implications. It was unclear from the responses whether this small number returning to formal schools reflected a genuine commitment to home schooling for the children's entire education, or merely the young average age of the sample (8.7 years), or some combination of both.

Religious Affiliation/Religiosity

Thirty-four percent of the parents (34%) indicated that they had no religious affiliation. Among the 66% who indicated an affiliation, the largest groups were mainline Protestant (including Lutheran, Baptist, Methodist, Episcopalian, Presbyterian, etc.) (17%), independent/fundamentalist Christian (13%), and Catholic (8%). Twenty-two percent of the respondents fell into no easily classified group, stating that they were Mormons, Jehovah's Witnesses, or part of churches such as "Self-REalization Fellowship" or "Reformed Congregation of the Goddess." Another 4% of the respondents classified themselves as part of the "Spiritual-Unity" movement.

In terms of religiosity (i.e., how "religious" respondents described themselves to be), the Fundamentalist Christians and Spiritualists were the most religious. After these two came the Catholic respondents and those of mainline Protestant denomination. The group classified as "Other" also had a similar level of religiosity as these latter two groups.

Educational Background of Parents

Parents in this survey were very well educated, with the majority of both mothers (59%) and fathers (72%) having completed college or graduate degrees. Another third of the mothers and 23% of fathers had some college, with the remaining small fraction having only a high school education.

Income Level

Responses to the income level question revealed a middle to upper-middle class sample. The largest group of families (45%) placed themselves in the $15,000 to $30,000 range. Thirteen percent earned less than $15,000, 20% fell in the $30,000 to $45,000 range, and 22% were in the $45,000 and above range.

Reasons for Choosing Home Schooling

The second section of the survey asked parents to rate the importance of seven different factors in their decision to home school their children. The highest ratings were received by three factors; these three were "belief that home schooling offers better quality teaching than other available schools," " . . . better moral atmosphere," and " . . . better social atmosphere." Ratings for these three were remarkably similar, and they were well above that of the next most important factor.

The next most highly rated reason was the "belief that our children were too young for out-of-home schooling." Slightly lower in the ratings was parents' desire to give their children a religious education. This relatively low importance of explicitly religious teaching is perhaps again a reflection of the Holtian slant of the sample, since the author's own experiences, as well as other research, has shown religiously motivated home schoolers to be a fairly large group.

Formats of Home Schools

This section explored whether or not the type of education offered by home schools, both in terms of content and structure, was markedly different from that offered by traditional schools, or whether home school was, in fact, "school at home."

Subjects.

When asked what subjects they offered, a fifth of the parents answered that they taught "no subjects," "only life." Those who did list subjects, however, revealed the usual spread of reading, math, science, history, art, and music. Half the families offered subjects which could only be classified as "other," and which included special activities such as woodworking, helping out with the family business, or instruction in special knowledge areas of the parents.

Sixteen percent of the parents listed "Bible" as a subject area, and another 15% included some forms of ethics or values instruction that was not explained in explicitly religious terms. Thus, nearly a third of these home schoolers offered some type of formal religious or ethical instruction to their children.

Given the high importance of the "better moral atmosphere" of home schools, the relatively small incidence of such instruction is somewhat surprising. However, answers to later questions as to the advantages of home schooling revealed a commitment to integrating moral and religious instruction into all activities and teaching, so that learning is from example, and not necessarily by explicit teaching.

Foreign languages were taught in 16% of the homes. Even this small frequency is somewhat impressive, when one recalls that the average age of the children in this sample is 8.7 years.

Structure.

Questions about the number of days per week and hours per day of home school again revealed a substantial group (over one third) of parents who refused to call their schooling "formal" instruction, or who answered that they had school all day, every day. Parents who did answer with exact numbers of days and hours revealed an average home school program of 4.6 days per week, and 3.1 hours per day. Of these, however, 26% said the number of days varied, and 37% said the number of hours varied. The wide range of responses to these questions (e.g., numbers of hours per day ranged from .5 to 7) is likely to reflect differing views on the part of parents as to what constitutes "school." Some included only formal parent-child instruction, while others included "imaginative play" or other such informal learning opportunities.

An open-ended question about the format of home school programs revealed a majority of 65% with highly informal or flexible structures, while only 30% indicated in their answers that they had formal lessons or instruction. Twenty-seven percent included in their answer some indication that there was "no school, only life," by now a familiar theme in the responses.

Field trips were cited as important features by 47% of the families. Meeting with other home schooling families for shared classes, field trips, or simply play time were cited by 45% of the families.

Overall, responses to this section reveal that formal lessons and schedules are not particularly important to home schoolers, while flexibility is. The opportunity to take advantage of "teachable moments" whenever and wherever they occur seems of more value to home schoolers than completing a required number of academic exercises each day. A wide variety of formats and philosophies regarding structure and content was revealed, however, so that any broad generalizations about home schoolers would be inappropriate in this area.

Advantages of Home Schooling

Answers to this question about the advantages of home schooling were coded into eight basic categories, and then tabulated according to frequency. Parents could list more than one advantage, and the average parent listed three. REsponses were often difficult to differentiate, but an effort was made to categorize answers according to the specific advantages mentioned, rather than according to generalizations. Since some responses were more specific than others, the categorizations should not be viewed as having a high degree of statistical accuracy, but the frequency of these particular responses does point to definite trends in parents' goals in their home school programs.

In general, answers to this question revealed an overwhelming concern with the totality of a child's development, not just academic progress. Academic advantages were cited, but always in connection with others, such as individual attention, lack of competition, and so forth.. Home schooling parents show a fierce devotion to providing their children with an educational environment offering them the chance to develop freely and fully in all areas of their being, not just academically.

Avoid negative influences.

Avoiding negative influences was the most frequently listed advantage; it was mentioned by 47% of the respondents. Included in these influences desired to be avoided were peer pressure, competition, materialistic values, and different stresses associated with the social environment of traditional schools. This category is distinguished from the "moral development category" (see following) in that all of these responses cite the avoidance of specific things as advantages (as opposed to citing more general moral advantages).

The most frequently mentioned avoided influence was peer pressure. Many cite home schooling's contrasting supporting environment, in which children can freely develop values and character traits, instead of being destroyed by the influence of their peers. Also frequently mentioned was the avoidance of the social atmosphere of schools - the competition, mean-spirited behavior, and the teasing and other stresses caused by immersion into a large group of peers.

Flexibility.

The flexibility offered by home schooling was cited by nearly as many parents (i.e., 46%). Answers in this category cited the opportunity to follow the child's interests, instead of a prescribed program or schedule, both in terms of subject matter and daily scheduling. Again, these responses revealed a child-oriented approach to learning (i.e., following the child's interests in setting curriculum guidelines which along the lines of Holt's philosophy). The high frequency of this response corresponds with the large number indicating that flexibility and informality were important parts of the formats of their home school.

Going at the child's speed.

Another frequently mentioned advantage closely related to flexibility was pacing learning according to the child's readiness. Forty-three percent of these parents found it extremely important to be able to personalize their child's education, offering extra help when needed, or moving along quickly when concepts were easily understood. Many parents recounted stories of their children being labeled as "slow" in traditional schools, and beginning to fail because they internalized these labels, only to see them thrive on the personal attention and non-competitive environment at home.

Moral development.

Behind these top three advantages, two others were mentioned by 31% of the respondents: moral development and individual attention. the moral development category includes both the inculcation of specific religious values and doctrines, and also of inexplicit religious morals. These answers cited the active development of positive morals in children, not merely indirectly through means such as avoiding materialistic influences. Answers in this category frequently cited the amount of time spent with parents and family, rather than peers or even educators, as crucial in role modeling the desired values. Parents had the full attention of their children, rather than being forced to compete with eight hours of daily influence from other sources from a traditional school.

Individual attention.

In the category of individual attention, parents cited specifically the value of the one-on-one teaching offered in the home. The one-on-one approach results in a variety of benefits to the child, primarily in the area of academics, but in moral and social development as well.

Develop independence.

The advantage of developing independence and self-esteem in children was cited by 27% of the parents. These parents valued the opportunity to develop independent and critical thinking in their children, free from the pressures to conform to the ideas or values of their peers, or even their teachers. Many related this character development directly to the avoidance of influences such as peer pressure or competition, and when such specifics were mentioned, answers were coded into the "avoid negative influences" category instead.

Strengthen family.

A final category included responses regarding the strengthening of the family unit facilitated by home schooling. Twenty-three percent of the respondents cited this advantage. Again, many of the answers citing family life advantages were tied closely to other areas, such as moral development. It is also likely, therefore, that many who did not specifically cite the strengthening of their family implied it in their mention of the advantage of spending so much time with their children, modeling moral behavior, providing individual attention, and so forth.

Disadvantages of Home Schooling

Responses to this open-ended question were notably shorter than to the previous one about home schooling's advantages. Again, answers were categorized and tabulated by frequency.

Time commitment.

The most frequently cited disadvantage of home schooling was the time commitment involved, listed by 36% of the respondents. Parents mentioned the problem of burnout and limited personal time for parents apart from their children.

No disadvantages.

The next most frequent response (27%) stated that there were no disadvantages to home schooling. Some parents stating this did qualify their answer in some way, often by explaining that advantages so far outweighed any disadvantages that they did not seem, by comparison, to be disadvantages at all.

Social isolation.

One fifth of the parents cited social isolation as a disadvantage. Some parents mentioned specifically the lack of group participation in specific activities, such as music, drama, and sports. Others felt that being home schoolers, a relatively uncommon phenomenon, occasionally made it difficult to find playmates for their children who shared their interests. Still others worded their answers more in terms of the extra effort required to provide social contact for their children, effort which is not necessary in traditional school situations.

Other.

Eleven percent cited the expense of home schooling as a disadvantage. the lack of particular features of traditional schools was mentioned by 8%, and the disapproval of others was mentioned by 6%. Legal problems were said to be a disadvantage by 3% of the respondents.

It is interesting that both of the major disadvantages cited, time commitment and social isolation, relate closely to two of the major advantages, individualized instruction (flexibility according to both interest and ability) and the ability to control the moral environment (via avoiding bad influences, promoting moral development, etc.). Home schoolers appear willing to tolerate the disadvantages of home schooling in favor of the outweighing value of its advantages.

Other Findings

Other questions drew out that only 12% of these families had faced any legal problems as a result of their home schooling. This percentage is likely unrepresentative of home schoolers as a whole, however, since respondents had all agreed to the publishing of their names on the GWS name list. It is likely that families who believed or knew their school districts to be troublesome for home schoolers would not agree to their names being listed in such a manner.

Two fifths of the respondents had had their children take standardized tests, and they reported that their children scored generally above average.

The overwhelming majority of the respondents (83%) said they felt their children had adequate social contact with their peers. Many cited involvement through special sports teams, classes, support groups, clubs, and so forth. Others explained that "adequate" meant something very different than the socialization offered by the traditional school experience, and thus while home schooling may not offer similar social contact, it does offer appropriate contact.

Conclusions

Overall, the survey proved a very effective and helpful instrument in discovering a variety of features about the home schooling movement. Despite the limitations of the sample, the responses revealed much about the motivations of parents who home school, and therefore about what they value and strive for in their children's educations. The survey revealed many different opinions among these home schoolers, and yet an underlying similarity of concern for the educational welfare of their children surfaced, not only in terms of academic achievement, but also in the development of character and morals.

A wide variety of political and religious viewpoints was revealed in the responses, making it clear that home schooling is not an easily explicable or definable phenomenon. The movement does include many Christian fundamentalists seeking to escape the secular humanism of the public schools. But this survey also revealed parents seeking to remove their children from the _too_-religious public schools, in order to provide them with a completely secular, or completely different religious experience.

A major theme appearing throughout the responses is that of the integration of learning and life. This approach to learning reflects perhaps the underlying motivation of all home school parents: to provide for their children an atmosphere in which to live, learn, and grow all at once, in a unified, carefully (though not always formally) organized way.

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ANNOUNCEMENTS

Submission for Publication in Home School Researcher (HSR)

The _HSR_ welcomes you to submit articles relevant to its purposes (which are stated on the last page of this publication). Generally, they should be typed, double-spaced, and four to ten pages in length. If possible, please follow the guidelines in _Publication Manual of the American Psychological Association, Third Edition_. Production of _HSR_ will be greatly facilitated if the manuscript is also submitted on 5-1/4" diskette in a format that is compatible with the word processing software WordPerfect used with IBM-compatible computers. For Volume 4, Number 3, please submit manuscripts by August 31, 1988.

Call for Research Results

If you have any results or are within three months of being able to report on them, please contact HSR.

Annotated Bibliography

The home centered learning annotated bibliography has been updated in 1988 and now contains over 350 entries on 43 single-spaced pages. If you have any additions to make to it, please send them to HSR. It is a tremendous source of information to anyone interested in studying home education. The 1988 cost is $8.00 (and $5.00 for additional copies).

A Comparison of Home Schooling and Conventional Schooling: With a Focus on Learner Outcomes (July 1986)

A 57-page paper, presented by Brian D. Ray to the Science, Math, and Computer Science Education Department at Oregon State University, it carefully reviews the literature relevant to the title. It also includes sections entitled "characteristics of home schools," "possible explanations for observed home school outcomes," and "research potentials." The copyrighted paper is available from the editor of HSR for $8.00 (and $5.00 for additional copies). It is also available through Educational Resources Information Center, ERIC Reproduction Service No. ED 278 489.

Home School Researcher 1988

This is a quarterly publication dedicated to the dispersal of information relevant to the research of home centered learning. The subscription rate for 1988 is $12.00. Unless otherwise specified by the subscriber, a subscription payment during 1988 is for the four 1988 issues.

HSR Reprints

Reprints of HSR are available. The cost is $3.00 for the first copy of a particular issue, and $1.00 for each additional copy of that issue.

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